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**IMPROVING YEMENI HIGHER EDUCATION
INSTITUTIONS' PERFORMANCE THROUGH
LEARNING ORGANIZATION, KNOWLEDGE TRANSFER
AND STRATEGY ADOPTION**



**DOCTOR OF PHILOSOPHY
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**IMPROVING YEMENI HIGHER EDUCATION INSTITUTIONS'
PERFORMANCE THROUGH LEARNING ORGANIZATION,
KNOWLEDGE TRANSFER AND STRATEGY ADOPTION**



By

AMMAR SALEH HABTOOR

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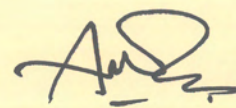
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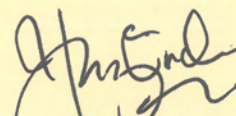
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Abstract

The purpose of this study is to examine the role of the learning organization, knowledge transfer, and strategy adoption in improving the performance of Yemeni Higher Education Institutions (HEIs). Based on the resource-based theory, knowledge-based theory, and dynamic capability theory, the study examined whether the learning organization and knowledge transfer have a significant effect on the performance of Yemeni HEIs. This study also examined whether there is a mediation effect of knowledge transfer in the relationship between the learning organization and organizational performance. In addition, this study investigated the moderation effect of competitive strategies in the relationship between the learning organization and organizational performance. The study employed the survey method, and data were collected using the census approach for the research population, represented by the deans or deputies of colleges from Yemeni HEIs. Out of 279 questionnaires distributed, 189 questionnaires were returned. Nevertheless, only 186 questionnaires were usable for further analysis, and data were analyzed using *Partial Least Squares-Structural Equation Modelling* (PLS-SEM). The study found that the learning organization and knowledge transfer have a significantly positive effect on organizational performance. Furthermore, the results indicate that knowledge transfer mediates the relationship between the learning organization and organizational performance. Another important result is the moderation effect of the cost-leadership strategy on the relationship between the learning organization and organizational performance. To conclude, this study offers important insights on the factors that affect the performance of HEIs in general and in Yemen, particularly. The results provide theoretical, methodological, and practical contributions. The study results also provide a useful guidance for future researchers, especially in developing countries; particularly, in the Arab world, where there is little research on the importance of the learning organization in improving performance.

Keywords: Learning organization, knowledge transfer, strategy adoption, organizational performance, Higher Education Institutions (HEIs).

Abstrak

Tujuan kajian ini adalah untuk menyelidik peranan organisasi pembelajaran, pemindahan pengetahuan dan penggunaan strategi dalam meningkatkan prestasi Institusi Pengajian Tinggi (IPT) di Yaman. Berdasarkan teori berasaskan sumber, teori berasaskan pengetahuan dan teori keupayaan dinamik, kajian ini menyelidik sama ada organisasi pembelajaran dan pemindahan pengetahuan mempunyai kesan yang signifikan terhadap prestasi IPT di Yaman. Kajian ini juga meneliti sama ada terdapat kesan pengantaraan pemindahan pengetahuan dalam hubungan antara organisasi pembelajaran dan prestasi organisasi. Di samping itu, kajian ini juga menyiasat tentang kesan penyederhanaan strategi daya saing dalam hubungan antara organisasi pembelajaran dan prestasi organisasi. Kajian ini menggunakan kaedah tinjauan, dan data dikumpulkan menggunakan pendekatan bancian untuk populasi kajian yang diwakili oleh dekan atau timbalan dekan kolej di IPT di Yaman. Sejumlah 279 soal selidik diedarkan, hanya 189 soal selidik daripadanya yang dikembalikan. Walau bagaimanapun, hanya 186 soal selidik boleh digunakan untuk analisis selanjutnya, dan data dianalisis dengan menggunakan *Partial Least Squares-Structural Equation Modelling* (PLS-SEM). Kajian mendapati organisasi pembelajaran dan pemindahan pengetahuan mempunyai kesan positif yang signifikan terhadap prestasi organisasi. Tambahan pula, keputusan yang diperolehi menunjukkan bahawa pemindahan pengetahuan mengantarakan hubungan antara organisasi pembelajaran dan prestasi organisasi. Dapatan lain yang penting adalah mengenai kesan penyederhanaan strategi kepimpinan kos terhadap hubungan antara organisasi pembelajaran dan prestasi organisasi. Sebagai kesimpulan, kajian ini menawarkan pandangan yang penting mengenai faktor-faktor yang mempengaruhi prestasi IPT secara umum, dan IPT di Yaman secara khusus. Keputusan yang diperolehi memberikan sumbangan dari segi teori, metodologi, dan praktikal. Hasil kajian juga menyediakan panduan yang berguna untuk penyelidik pada masa hadapan, terutamanya di negara-negara membangun; khususnya di dunia Arab yang hanya terdapat sedikit kajian mengenai kepentingan organisasi pembelajaran dalam meningkatkan prestasi.

Kata kunci: Organisasi pembelajaran, pemindahan pengetahuan, penggunaan strategi, prestasi organisasi, Institusi Pengajian Tinggi (IPT).

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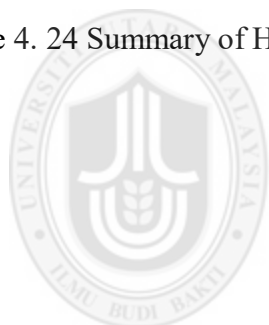
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List of Abbreviations

AVE	Average Variance Extracted
CFA	Confirmatory Factor Analysis
CI	Confidence Interval
CL	Continuous Learning
CLDS	Cost Leadership Strategy
CR	Composite reliability
CrP	Curriculum Planning
DLOQ	Dimensions of the Learning Organization Questionnaire
DS	Differentiation Strategy
DvT	Development Target & Characteristics
EKT	Explicit Knowledge Transfer
EMP	Empowerment
ES	Embedded Systems
FcR	Faculty's Resources
FS	Focus Strategy
f^2	Effect Size
GDP	Gross Domestic Product
GoF	Goodness of Fit the Model
HEI	Higher Education Institution
HOC	High Order Components
INQ	Inquiry and Dialogue
KBV	Knowledge-Based View
KM	Knowledge Management
KT	Knowledge Transfer
LO	Learning Organization
LOC	Low Order Components
MHESR	Ministry of Higher Education and Scientific Research -Yemen
OL	Organizational Learning
OP	Organizational Performance
PLS	Partial Least Squares
Q^2	Predictive Relevance of the Model
RBV	Resource-Based View
R^2	Coefficient of Determination
SA	Strategy Adoption
SCEP	Supreme Council for Educational Planning
SEM	Structural Equation Modeling
SC	Systems Connection
SL	Strategic Leadership
SoR	Social Responsibility
SPSS	Statistical Package for the Social Science
StQ	Student Quality
TcA	Teaching Activities
TKT	Tacit Knowledge Transfer
TL	Team Learning
VIF	Variance Inflation Factor

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

In the current era, organizations are facing several challenges, such as globalization, accelerated environmental changes, increased competitive strength, continuous technological development and the emergence of knowledge organizations. Accordingly, organizations seek to have modern philosophies which determine plans, decision-making frameworks and the scope of their activities in order to ensure sustainability and growth of the organizations for the achievement of excellent performance. Although it is difficult to achieve strategic competitiveness in such volatile markets, organizations use different approaches and techniques to achieve the desired level of competitive advantage, in order to alleviate such obstacles, so as to have a deep understanding of what improves performance (Asha'al, Obeidat, & Alhmoud, 2019).

This in fact requires organizations to put in huge efforts to keep up with these changes; which creates an urgent need for organizations in general, and the organizations of the education sector, in particular, to adopt the concept and the principles of the learning organization (Alipour, 2018; Sayed, Abdo, & Edgar, 2019; Voolaid & Ehrlich, 2017). The learning organization has effectively become a crucial element for organizations to succeed and stay in the competitive environment (Harrim, 2010; Karim & Rahman, 2018; Sayed et al., 2019). A learning organization is described as a place where people in

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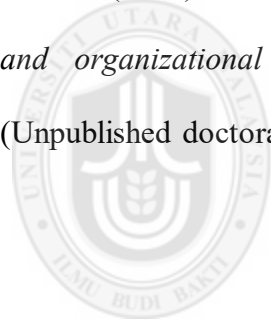
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UUM
Universiti Utara Malaysia

Appendix A: Questionnaire- English

UNIVERSITI UTARA MALAYSIA
College Of Business (COB)
UUM-SINTOK 06010
KEDAH DARUL AMAN
MALAYSIA



S U R V E Y

SURVEY QUESTIONNAIRE TO DETERMINE THE RELATIONSHIP AMONG LEARNING ORGANIZATION, KNOWLEDGE TRANSFER, STRATEGY ADOPTION & ORGANIZATIONAL PERFORMANCE IN YEMENI HIGHER EDUCATION INSTITUTIONS

General Information

This study is a PhD research to investigate Learning Organization (LO) impact on Organizational Performance (OP) through Knowledge Transfer (KT) and Strategy Adoption (SA) in Yemeni Higher Education Institutions (HEIs). The researcher believes that the outcome of the study will be of immense benefit to improve the performance in the Yemeni higher educational system as a whole. Your effort in filling the questionnaire is highly appreciated and information will be used for scientific purposes only.

You are expected to choose **the answer that represents your opinion about your institution/college**. Your answer plays a significant role in the success of this research and you are assured that such information will be treated with utmost confidentiality.

Thanks for participating in this survey.

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PART I: (Demographic Information)

Please provide general information about you and your institution. (Please tick (✓) in the appropriate box accurately).

No	Items	Options
A-	Designation of Respondent (Job Title):	<input type="checkbox"/> Dean <input type="checkbox"/> Deputy Dean <input type="checkbox"/> Others (Please specify)
B-	Respondent Gender:	<input type="checkbox"/> Male <input type="checkbox"/> Female
C-	Respondent Age:	<input type="checkbox"/> Less than 30 years <input type="checkbox"/> 30- 39 <input type="checkbox"/> 40 – 49 <input type="checkbox"/> 50 and over
D-	Academic Rank:	<input type="checkbox"/> Professor <input type="checkbox"/> Associate Professor <input type="checkbox"/> Assistant Professor <input type="checkbox"/> Others (Please specify)
E-	Number of Years Serving in the institution/college	<input type="checkbox"/> Less than 5 years <input type="checkbox"/> Between 5 to 10 years <input type="checkbox"/> More than 10 years
F-	Number of Years Serving in the Current Position:	<input type="checkbox"/> Less than 1 year <input type="checkbox"/> Between 1 to 3 years <input type="checkbox"/> More than 3 years
G-	Type of Institution/college	<input type="checkbox"/> Public <input type="checkbox"/> Private
	Name of Institution/college

PART II: Dimensions of Learning Organization

For each statement below, please tick the number that indicates your agreement or disagreement about how it describes the learning organization practices of your institution on the following scale.

(1) Strongly Disagree	(2) Disagree	(3) Neutral	(4) Agree	(5) Strongly Agree
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No.	Items/Questions	Scale				
		1	2	3	4	5
A- Create continuous learning opportunities						
1	In my institution/college, people openly discuss mistakes in order to learn from them.	1	2	3	4	5
2	In my institution/college, people identify skills they need for future work tasks.	1	2	3	4	5
3	In my institution/college, people help each other learn.	1	2	3	4	5
4	In my institution/college, people can get money and other resources to support their learning.	1	2	3	4	5
5	In my institution/college, people are given time to support learning.	1	2	3	4	5
6	In my institution/college, people view problems in their work as an opportunity to learn.	1	2	3	4	5
7	In my institution/college, people are rewarded for learning.	1	2	3	4	5
B- Promote Inquiry and Dialogue						
8	In my institution/college, people give open and honest feedback to each other.	1	2	3	4	5
9	In my institution/college, people listen to others' views before speaking.	1	2	3	4	5
10	In my institution/college, people are encouraged to ask "why" regardless of rank.	1	2	3	4	5
11	In my institution/college, whenever people state their view, they also ask what others think.	1	2	3	4	5
12	In my institution/college, people treat each other with respect.	1	2	3	4	5
13	In my institution/college, people spend time building trust with each other.	1	2	3	4	5

(1) Strongly Disagree	(2) Disagree	(3) Neutral	(4) Agree	(5) Strongly Agree
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No.	Items/Questions	Scale				
		1	2	3	4	5
A- Encourage Collaboration and Team Learning						
14	In my institution/college, teams/groups have the freedom to adapt their goals as needed.	1	2	3	4	5
15	In my institution/college, teams/groups treat members as equals, regardless of rank, culture, or other differences.	1	2	3	4	5
16	In my institution/college, teams/groups focus both on the group's task and on how well the group is working.	1	2	3	4	5
17	In my institution/college, teams/groups revise their thinking as a result of group discussions or information collected.	1	2	3	4	5
18	In my institution/college, teams/groups are rewarded for their achievements as a team/group.	1	2	3	4	5
19	In my institution/college, teams/groups are confident that the institution/college will act on their recommendations.	1	2	3	4	5
B- Establish Systems to Capture and Share Learning						
20	My institution/college uses two-way communication on a regular basis, i.e. suggestion systems, electronic bulletin boards, or town hall/open meetings.	1	2	3	4	5
21	My institution/college enables people to get needed information at any time quickly and easily.	1	2	3	4	5
22	My institution/college maintains an up-to-date data base of employee skills.	1	2	3	4	5
23	My institution/ college creates systems to measure gaps between current and expected performance.	1	2	3	4	5
24	My institution/college makes its lessons learned available to all employees.	1	2	3	4	5
25	My institution/college measures the results of the time and resources spent on training.	1	2	3	4	5
C- Empower People toward a Collective Vision						
26	My institution/college recognizes people for taking initiative.	1	2	3	4	5
27	My institution/college gives people choices in their work assignments.	1	2	3	4	5
28	My institution/college invites people to contribute to the institution/college's vision.	1	2	3	4	5

(1) Strongly Disagree	(2) Disagree	(3) Neutral	(4) Agree	(5) Strongly Agree
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No.	Items/Questions	Scale				
		1	2	3	4	5
29	My institution/college gives people control over the resources they need to accomplish their work.	1	2	3	4	5
30	My institution/college supports employees who take calculated risks.	1	2	3	4	5
31	My institution/college builds alignment of visions across different levels and work groups.	1	2	3	4	5
A- Connect the Organization to its Environment						
32	My institution/college helps employees balance work and family.	1	2	3	4	5
33	My institution/college encourages people to think from a global perspective.	1	2	3	4	5
34	My institution/college encourages everyone to bring the clients' views into the decision making process.	1	2	3	4	5
35	My institution/college considers the impact of decisions on employee morale.	1	2	3	4	5
36	My institution/college works together with the outside community to meet mutual needs.	1	2	3	4	5
37	My institution/college encourages people to get answers from across the institution/college when solving problems.	1	2	3	4	5
B- Provide Strategic Leadership for Learning						
38	In my institution/college, leaders generally support requests for learning opportunities and training.	1	2	3	4	5
39	In my institution/college, leaders share up to date information with employees about competitors, higher education sector trends, and organizational directions.	1	2	3	4	5
40	In my institution/college, leaders empower others to help carry out the institution/college's vision.	1	2	3	4	5
41	In my institution/college, leaders mentor and coach those they lead.	1	2	3	4	5
42	In my institution/college, leaders continually look for opportunities to learn.	1	2	3	4	5
43	In my institution/college, leaders ensure that the institution/ college's actions are consistent with its values.	1	2	3	4	5

PART III: (Knowledge Transfer)

For each statement below, please tick the number that indicates your agreement or disagreement about how it describes the knowledge transfer of your institution on the following scale.

(1) Strongly Disagree	(2) Disagree	(3) Neutral	(4) Agree	(5) Strongly Agree
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No.	Items/Questions	Scale				
		1	2	3	4	5
1	My institution/college saves and renews important information onto the computer for easy browsing.	1	2	3	4	5
2	In my institution/college, knowledge is categorized in the database for use by all institution/college employees.	1	2	3	4	5
3	In my institution/college, employees use technology to share their knowledge with others.	1	2	3	4	5
4	In my institution/college, existence of documentation and manuals describing administrative procedures and operational processes.	1	2	3	4	5
5	My institution/college periodically circulates reports which provide information on my institution/college status.	1	2	3	4	5
6	In my institution/college, employees are willing to transfer their experience and knowledge.	1	2	3	4	5
7	My institution/college transfers employee experiences to other employees.	1	2	3	4	5
8	My institution/college transfers effective knowledge to employees through training courses, presentations and internal magazines.	1	2	3	4	5
9	In my institution/college, insights from colleagues across departments are obtained when dealing with complex problems.	1	2	3	4	5
10	In my institution/college, regular meetings are held to discuss work trends and developments.	1	2	3	4	5

PART IV: (Strategy Adoption)

For each statement below, please tick the extent to which your institution adopts the following competitive strategies in Yemeni Higher education sector on the following scale.

(1) Very Low	(2) Low	(3) Average	(4) High	(5) Very High
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No.	Items/Questions	Scale				
		1	2	3	4	5
1	My institution/college offers educational programs and courses at competitive fees compared to other HEIs.	1	2	3	4	5
2	My institution/college emphasizes on finding ways to reduce costs (e.g., standardizing the service).	1	2	3	4	5
3	My institution/college emphasizes on efficiency of securing the educational process inputs (e.g. adopting price bargaining system).	1	2	3	4	5
4	My institution/college emphasizes on operating efficiency.	1	2	3	4	5
5	My institution/college offers premium educational services than other HEIs for increasing the loyalty of its clients (i.e. students, agencies).	1	2	3	4	5
6	My institution/college focuses on the use of modern marketing and promotional techniques to attract new students and clients.	1	2	3	4	5
7	My institution/college focuses on the use of new methods and technologies to create superior educational services.	1	2	3	4	5
8	My institution/college allocates adequate budget for the purposes of scientific research and innovation to provide effective and unique educational programs.	1	2	3	4	5
9	My institution/college focuses on targeting a specific market sector, rather than dispersing efforts.	1	2	3	4	5
10	My institution/college emphasizes on competing on a limited narrow range of educational services.	1	2	3	4	5
11	My institution/college focuses on serving a specific market segment through differentiating its educational products and services compared to other HEIs.	1	2	3	4	5
12	My institution/college focuses on serving a specific market segment through offering its educational products and services in competitive fees compared to other HEIs.	1	2	3	4	5

PART V: (Organizational Performance)

For each statement below, please tick the number that indicates your agreement or disagreement about how it describes the organizational performance comparison of your institution/college on the following scale.

(1) Strongly Disagree	(2) Disagree	(3) Neutral	(4) Agree	(5) Strongly Agree
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No.	Items/Questions	Scale				
		1	2	3	4	5
1	Comparing with other HEIs, my institution/college has better contribution to society.	1	2	3	4	5
2	Comparing with other HEIs, my institution/college has better social services.	1	2	3	4	5
3	Comparing with other HEIs, my institution/college has more charity activities.	1	2	3	4	5
4	Comparing with other HEIs, my institution/college has better students' satisfaction.	1	2	3	4	5
5	Comparing with other HEIs, my institution/college has better graduation rate.	1	2	3	4	5
6	Comparing with other HEIs, my institution/college has better student registration rate.	1	2	3	4	5
7	Comparing with other HEIs, my institution/college has better teacher/student ratio.	1	2	3	4	5
8	Comparing with other HEIs, my institution/college has better student employability.	1	2	3	4	5
9	Comparing with other HEIs, my institution/college has more PhD holders.	1	2	3	4	5
10	Comparing with other HEIs, my institution/college has more Professors.	1	2	3	4	5
11	Comparing with other HEIs, my institution/college has better education's level among the academics.	1	2	3	4	5
12	Comparing with other HEIs, my institution/college has better academic's expertise in various areas.	1	2	3	4	5
13	Comparing with other HEIs, my institution/college has better concepts and practices that improve teaching	1	2	3	4	5
14	Comparing with other HEIs, my institution/college has better curriculum planning at the faculty level.	1	2	3	4	5

(1) Strongly Disagree	(2) Disagree	(3) Neutral	(4) Agree	(5) Strongly Agree
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No.	Items/Questions	Scale				
		1	2	3	4	5
15	Comparing with other HEIs, my institution/college has more programs offered.	1	2	3	4	5
16	Comparing with other HEIs, my institution/college has better medium and long term planning of the university.	1	2	3	4	5
17	Comparing with other HEIs, my institution/college has better perspective and target in terms of education.	1	2	3	4	5
18	Comparing with other HEIs, my institution/college has better characteristics in terms of university development.	1	2	3	4	5
19	Comparing with other HEIs, my institution/college has better curriculum planning.	1	2	3	4	5
20	Comparing with other HEIs, my institution/college has better curriculum development characteristics.	1	2	3	4	5
21	Comparing with other HEIs, my institution/college has better curriculum efficiency evaluation and improvement.	1	2	3	4	5
22	Comparing with other HEIs, my institution/college has better education course/ professional course ratio.	1	2	3	4	5

Thanks for your patience in filling the questionnaire

Appendix B: Questionnaire- Arabic Version



UNIVERSITI UTARA MALAYSIA

جامعة وطارا لمليزية (UUM)

لظية ا عمال

سنتوك - هاني

إسبتي ان تلحدي دوركل من نقل لمففة واسترليجة لتبعة على لع قبين
لنظمة لتعلمة وا داعي مؤسسات لتعليم لعلي ليهية

معلومات عامة:

هذه الدرسية هي بحث لدرجة لكتوراه ستقصاء ل قاتبين كل من فهوم لنظمة لتبعة ونقل لمففة
واسترليجة لتبعة و اعني مؤسسات لتعليم لعلي ليهية. يتوقع لباحث ان تلحج هذه الدرسية سيكون لها
تأثير لفي ريفيت حرين أداء مؤسسات لتعليم لعلي ليهية، ولنف أن ج هونك في ا مجلة على هذا استبيان هي محل
تقدير عال.

ومن لأمول انتتار مجلة لتيت ثل رأيكم حول مؤسساتكم، حيث ان إحتككم تلعب دورا هام في لباح
هذه الدرسية، فحما أن لملحوم انتسوفيتم لتعامل مع ملبس قامة وسوفست خدفقط غراض لتلحج لتعليم.

شكرال من ارتكك في هذا استبيان،،،

لباحث

عمار صالح بيارك

لظية ا عمال

جامعة وطارا لمليزية (UUM)

لنفسون: 117353 1111111131 - 1144 1414329937117

بريد لكتروني: ammarsaleh2017@gmail.com

لمشرفين

د. دارين لبنيت احمد ارشاد

د. هالين دلبنت حرن

لظية ا عمال

جامعة وطارا لمليزية (UUM)

لقسم ١ ول: لمعلومات لىمؤرافىة

يرجى مجلة عن سرطنة للالفة عرك وعن مؤسنتك لىرجى وضع عة (بى لمبع المئبققة).

ت	لبنود	لئجارات
1	لوظففة لالفة	<input type="checkbox"/> عىدلظفة <input type="checkbox"/> نطاب عىدلظفة <input type="checkbox"/> اأرى (لىرجى للأأى)
2	لأفس	<input type="checkbox"/> ذكر <input type="checkbox"/> لئى
3	لعمر	<input type="checkbox"/> قل من 1 قسنة <input type="checkbox"/> 37 - 31 <input type="checkbox"/> 27 - 21 <input type="checkbox"/> 50 همفوق
2	لقب اأاىمى	<input type="checkbox"/> لئأأ <input type="checkbox"/> لئأأ شأرك <input type="checkbox"/> لئأأ مئأع <input type="checkbox"/> أأرى (لىرجى للأأى)
5	عءءسئوناء لآءم قى لؤسسة/الئلفة	<input type="checkbox"/> قل من قئوناء <input type="checkbox"/> بئى 5 و 1 لئوناء <input type="checkbox"/> القأر من 1 لئوناء
3	عءءسئوناء لآءم قى لوظففة لالفة	<input type="checkbox"/> قل من سرنة <input type="checkbox"/> بئى سرنة و قئوناء <input type="checkbox"/> القأر من قئوناء
9	نوع لؤسسة/الئلفة	<input type="checkbox"/> آكوىة <input type="checkbox"/> غلصة
	إسم لؤسسة/الئلفة

لقسم لثانی: بُعد لفظی لفظی:

يرجى وضع نظارة لحي للرقم الذي يشير الى مدى خيانتك او عدم خيانتك امل لكل عبارة اناء والى أي درجة هي تصف مما رسات المنظمة لتتخلى في مؤسستك فوق اللقياس للتالي:

5(موقوف بشدة	2(موقوف	1(محجود	6(غير موقوف	3(غير موقوف بشدة
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ل في اس					اسئلة	ت
5	2	1	6	3		
أ- عرق فرص التعلم لمنتم						
5	2	3	4	1	يحد دفلرادالامؤسسؤالللغةالامهاراتالتي يحتاجون اليها لاجل الامهالام المنقولي في اعمل مم.	1
5	2	3	4	1	يساعد دفلرادالامؤسسؤالللغةبعضم للعض في علمي للتعلم.	2
5	2	3	4	1	تعامل الامؤسسؤالللغةفي توفير الامواردالطية والاموارد اخرى لشجيع علمي للتعلم.	3
5	2	3	4	1	توفر الامؤسسؤالللغةالوقت اللغلي لدعم علمي للتعلم فراد.	4
5	2	3	4	1	يتم لمفلة افرادالتي تعلم مم لترياء جيدة.	5
ب- عني زاس ولحوار						
5	2	3	4	1	يقوم افرادالتي قديم للتعني للراجع بقصر احة و! لزي مم.	6
5	2	3	4	1	يلجأ افراد سفسار عن آراء اخين قبل طرح وجه نظر مم.	7
5	2	3	4	1	يعامل افراد بعض مم بعض لب احترام.	8
5	2	3	4	1	يفيق افراد قباليناء للقة للقبالي في ملين مم.	9

غير مطلق بشدة (3)	غير مطلق (6)	محيد (1)	مطلق (2)	مطلق بشدة (5)
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ت	اسئلة	ل ق ي اس				
		3	6	1	2	5
25	تفويض الامور الى غير المرسلين	1	4	3	2	5
26	تفويض الامور الى غير المرسلين	1	4	3	2	5
27	تفويض الامور الى غير المرسلين	1	4	3	2	5
و- بطلان نظم قبلية لخرجة						
28	تفويض الامور الى غير المرسلين	1	4	3	2	5
29	تفويض الامور الى غير المرسلين	1	4	3	2	5
30	تفويض الامور الى غير المرسلين	1	4	3	2	5
31	تفويض الامور الى غير المرسلين	1	4	3	2	5
32	تفويض الامور الى غير المرسلين	1	4	3	2	5
33	تفويض الامور الى غير المرسلين	1	4	3	2	5
ز- تفويض اداء لتبني جلة						
34	تفويض اداء لتبني جلة	1	4	3	2	5
35	تفويض اداء لتبني جلة	1	4	3	2	5
36	تفويض اداء لتبني جلة	1	4	3	2	5
37	تفويض اداء لتبني جلة	1	4	3	2	5
38	تفويض اداء لتبني جلة	1	4	3	2	5
39	تفويض اداء لتبني جلة	1	4	3	2	5

لقسم لثلاث نون لعرفة

امام كلثوم أناهم يرجى وضع نظارة غنى لرقم الذي يشير الى درجة مفلقتك او عدم مفلقتك حول انهيبة وصف
عليه انتقل الى مغبة التي ظني في مدينتك فوق المظني اس التالي:

(3) غير مفلقتك بشدة	(6) غير مفلقتك	(1) محيد	(2) مفلقتك	(5) مفلقتك بشدة
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ت	اسئلة	لقسم اس				
		3	6	1	2	5
1	يتم حفظ وتسجيلات المفلقتك التي أجزة من مفلقتك المؤسسة للظنية ليس ملة الى وصول اليها.	1	4	3	2	5
4	يتم تصديق المفلقتك وماتفيق اعدة لليلات جل انقاعها من قبل جنيح مفلقتك المؤسسة.	1	4	3	2	5
3	يتم تصديق المفلقتك وماتفيق اعدة لليلات جل انقاعها من قبل جنيح مفلقتك المؤسسة.	1	4	3	2	5
2	توجد وثائق وأل تصف اجراءات اية والعلقات للشغلية.	1	4	3	2	5
5	تتم تصديق المفلقتك وماتفيق اعدة لليلات جل انقاعها من قبل جنيح مفلقتك المؤسسة.	1	4	3	2	5
3	يتم تصديق المفلقتك وماتفيق اعدة لليلات جل انقاعها من قبل جنيح مفلقتك المؤسسة.	1	4	3	2	5
9	يتم تصديق المفلقتك وماتفيق اعدة لليلات جل انقاعها من قبل جنيح مفلقتك المؤسسة.	1	4	3	2	5
4	يتم تصديق المفلقتك وماتفيق اعدة لليلات جل انقاعها من قبل جنيح مفلقتك المؤسسة.	1	4	3	2	5
7	يتم تصديق المفلقتك وماتفيق اعدة لليلات جل انقاعها من قبل جنيح مفلقتك المؤسسة.	1	4	3	2	5
11	يتم تصديق المفلقتك وماتفيق اعدة لليلات جل انقاعها من قبل جنيح مفلقتك المؤسسة.	1	4	3	2	5

لقسم لربع: استرلي جي ۽ لڻب ۽

امامك لفقرة أن اميرجى وضع طائفة غوى للرقم الذي يشير الى أي مدى تتبني مؤسستك إحدى استراتيجيات التفكير في قطاعك. نعلم اننا على الرغم من اننا نضعه في المربع في الجدول التالي:

5)علي جدا					2)علي					1)متوسط					6)في شخص					3)في شخص جدا				
ل قبي اس					اسئلة															ت				
5	2	1	6	3																				
5	2	3	4	1	تقدم لامؤسسهاللطيف قيرامجتيبي وقهرات درلري قبرس ومفلسية قيران قمبرسات للتعليم لعللي اخرى.															1				
5	2	3	4	1	تركز لامؤسسهاللطيف عوى لي جاد وسطا للتحخيص للثقفة.															4				
5	2	3	4	1	تركز لامؤسسهاللطيف عوى للقاء فيتأين مد ت لعللي للثقفة (مثلتبنينظام لامب اومة للسعري).															3				
5	2	3	4	1	تركز لامؤسسهاللطيف عوى للقاء للثقفة.															2				
5	2	3	4	1	تعرض لامؤسسهاللطيف خدم انت لفي في نهاية قيران قمبرسات للتعليم السعلي اخرى سجل فيادة و ع و سنا ل والبيات والاحات لامثقة).															5				
5	2	3	4	1	تركز لامؤسسهاللطيف عوى لستخدام قري استس وقي و تري في حبة لجد ووطن جدد.															3				
5	2	3	4	1	تركز لامؤسسهاللطيف عوى لستخدام لس اليب وتلق ولوجي ا جي دقل خلق خدم انت لفي في نفقة.															9				
5	2	3	4	1	تخس م لامؤسسهاللطيف فيزلي لفعلي غراض للبحث وابتنكار اللقي فيقدي جبرامجتيبي في فيدة فعلة.															4				
5	2	3	4	1	تركز لامؤسسهاللطيف عوى لستهداف قطاع مح دفي لس وقبد من تنري ت لاج مود.															7				
5	2	3	4	1	تركز لامؤسسهاللطيف عوى للثقفة في نطاق سويق وم حدود من لخدم ات لفي في لعتاحة.															11				
5	2	3	4	1	تركز لامؤسسهاللطيف عوى خدم فش رحة م عني في لسوق من ل تهي ت سح ها وخدم ها للثقفة قيران قمبرسات لفي في اخرى.															11				
5	2	3	4	1	تركز لامؤسسهاللطيف عوى خدم فش رحة م عني في لسوق من ل قديم تجات وخدم ات لفي في قبرس ومفلسية قيران قمبرسات لفي في اخرى.															14				

لقلسم لخالخامس: اءاء لقلظمى

امامك لفقرة أناهيرجى وضع نظرة غرى الرقم الذي يشير الى درجة مفقاتك او عدم مفقاتك حولي في موصف داء
للقظم عفى مؤسستك فوق اللقياس للتالى:

5() موظف بشدة	2() موظف	1() محمّد	6() غير موظف	3() غير موظف بشدة
-------------------	--------------	---------------	------------------	-----------------------

[illegible]

غير موفّق بشدّة (3)	غير موفّق (6)	محلّد (1)	موفّق (2)	موفّق بشدّة (5)
---------------------	---------------	-----------	-----------	-----------------

ت	اسئلة	ل قري اس				
		3	6	1	2	5
13	تقدّم لـ مديرس في اللّهي فأنصّل لـ الفهديم ولـ مديرسات لتتيت حرسن من جودق لتدريق قان قب مديرسات للتعليم لـ علي ا خرى.	1	4	3	2	5
12	تقدّم لـ مديرس في اللّهي فأنصّل لتخطيط فـ ا هـ ج نقي مديرسات للتعليم لـ علي ا خرى.	1	4	3	2	5
15	تقدّم لـ مديرس في اللّهي فأنصّل لتخطيط فـ ا هـ ج نقي مديرسات للتعليم لـ علي ا خرى.	1	4	3	2	5
13	تقدّم لـ مديرس في اللّهي فأنصّل لتخطيط فـ ا هـ ج نقي مديرسات للتعليم لـ علي ا خرى.	1	4	3	2	5
19	تقدّم لـ مديرس في اللّهي فأنصّل لتخطيط فـ ا هـ ج نقي مديرسات للتعليم لـ علي ا خرى.	1	4	3	2	5
14	لدى لـ مديرس في اللّهي فأنصّل لتخطيط فـ ا هـ ج نقي مديرسات للتعليم لـ علي ا خرى.	1	4	3	2	5
17	تقدّم لـ مديرس في اللّهي فأنصّل لتخطيط فـ ا هـ ج نقي مديرسات للتعليم لـ علي ا خرى.	1	4	3	2	5
41	لدى لـ مديرس في اللّهي فأنصّل لتخطيط فـ ا هـ ج نقي مديرسات للتعليم لـ علي ا خرى.	1	4	3	2	5
41	يوجد في لـ مديرس في اللّهي فأنصّل لتخطيط فـ ا هـ ج نقي مديرسات للتعليم لـ علي ا خرى.	1	4	3	2	5
44	تقدّم لـ مديرس في اللّهي فأنصّل لتخطيط فـ ا هـ ج نقي مديرسات للتعليم لـ علي ا خرى.	1	4	3	2	5

شركرأس عصة دك فـ يـ تـ عـ ا سـ تـ يـ ا ن

Appendix C: Permission to Use the Measurements

Appendix C-1: Permission to Use the DLOQ

Request for Permission to Use the DLOQ



2 Mar 2017, 03:15

Ammar Habtoor <ammarhabtoor@gmail.com>

to kwatkins < kwatkins@uga.edu>

Dear, Prof. Watkins

I am PhD student in Management at the Universiti Utara Malaysia. I am currently working on my thesis title "Learning Organization, Knowledge Transfer, Strategy Adoption and the Performance of Higher Education Institution in Yemen". As I will be using the part of the DLOQ for my study particularly the part of Dimensions of learning organization, I wish to seek your permission to use the instrument of learning organization to gather survey data for my thesis. I would very much appreciate if you could kindly indicate your permissions by return this email. Thank you for your considering this request and I am ready to respond to any questions you might have.

Sincerely yours,

Ammar Saleh M. Habtoor,
PhD Candidate
Management
COB- UUM
Malaysia



2 Mar 2017, 03:45

Karen Watkins <kwatkins@uga.edu>

to Ammar Habtoor < ammarhabtoor@gmail.com >

We are happy to grant permission for this purpose- please cite the DLOQ as noted on the attached.

Best wishes with your study,

Karen E. Watkins, Professor & Program Coordinator
Learning, Leadership & Organization Development
Department of Lifelong Education, Administration & Policy
The University of Georgia
850 College Station Road
406 River's Crossing
Athens, GA 30602
Office: 706-542-2214

Appendix C-2: Permission to Use the Strategy Adoption

Request for Permission to Use Questionnaire of Competitive Strategy



2 Mar 2017, 03:56

Ammar Habtoor <ammarhabtoor@gmail.com>

to Zhaox <Zhaox@slu.edu>

Dear, **Prof. Hongxin Zhao**

I am PhD student in Management at the Universiti Utara Malaysia. I am currently working on my thesis title "Learning Organization, Strategy Adoption and the Performance of Higher Education Institution in Yemen". As I will be using your instrument of competitive strategy for my study, I wish to seek your permission to use the instrument of competitive strategy to gather survey data for my thesis.

I would very much appreciate if you could kindly indicate your permissions by return this email.

Thank you for your considering this request and I am ready to respond to any questions you might have.

Sincerely yours,

Ammar Saleh M. Habtoor,
PhD Candidate
Management
COB- UUM
Malaysia
Mobile: +601111909353



UUM
Universiti Utara Malaysia

2 Mar 2017, 04:01

Hongxin "John" Zhao <zhaox@slu.edu>

to Ammar Habtoor <ammarhabtoor@gmail.com>

Hi Ammar,

Thanks for your email. Certainly you may use the instrument for your thesis as long as you properly reference it.

Dr. Zhao

Appendix D: Accompanying Letters

Appendix D-1: Letter of OYA-SBM-UUM for Conducting Data Collection



OTHMAN YEOP ABDULLAH GRADUATE SCHOOL OF BUSINESS
Universiti Utara Malaysia
06010 UUM SINTOK
KEDAH DARUL AMAN
MALAYSIA



UUM
Universiti Utara Malaysia

Tel.: 604-928 7101/7113/7130
Faks (Fax): 604-928 7160
Laman Web (Web): www.oyagsb.uum.edu.my

"MUAFAKAT KEDAH"

UUM/OYAGSB/R-4/4/1
27 April 2017

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF RECOMMENDATION FOR DATA COLLECTION AND RESEARCH WORK

This is to certify that **Ammar Saleh Mubarak Habtoor (Matric No: 900205)** is a student of Othman Yeop Abdullah Graduate School of Business, Universiti Utara Malaysia pursuing his Doctor of Philosophy (PhD). He is conducting a research entitled "***The Roles of Knowledge Transfer and Strategy Adoption on the Relationship between Learning Organization and Performance of Higher Education Institutions in Yemen***" under the supervision of Dr. Darwina bt Hj. Ahmad Arshad and Dr. Hazlinda Binti Hassan.

In this regard, we hope that you could kindly provide assistance and cooperation for him to successfully complete the research. All the information gathered will be strictly used for academic purposes only.

Your cooperation and assistance is very much appreciated.

Thank you.

"BERKHIDMAT UNTUK NEGARA"
"ILMU, BUDI, BAKTI"

Yours faithfully

FADHINA BINTI MD PUDZI
Assistant Registrar
for Dean
Othman Yeop Abdullah Graduate School of Business

c.c. – Supervisor
– Student's File (900205)

Appendix D-2: Letter of Embassy of Yemen for Conducting Data Collection

Embassy of the
Republic of Yemen
Cultural Attache
Kuala Lumpur



سفارة
الجمهورية اليمنية
الملحقية الثقافية
كوالالمبور

Ref.No:CA/17/5020
Date: 17/05/2017

المحترمون

الاخوة / عمداء الكليات في مؤسسات التعليم العالي

تحية طيبة وبعد ، ، ،

الموضوع: بحث ميداني

تهدىكم الملحقية الثقافية بماليزيا اذكى التحايا، ونود الاحاطة بان الطالب / عمار صالح مبارك متواجد في بلد الدراسة (ماليزيا) ومستمر في برنامج الدكتوراه تخصص إدارة بعنوان بحث " دور نقل المعرفة والاستراتيجية المتبعة على العلاقة بين المنظمة المتعلمة واداء مؤسسات التعليم العالي في اليمن" في جامعة اوتارا الماليزية UUM وحالياً الطالب في مرحلة جمع البيانات وإجراء الاستبيانات في مؤسسات التعليم العالي اليمنية مع عمداء الكليات. نرجو شاكركم التكرم بالتعاون مع الطالب لتسهيل إجراءات البحث وجمع البيانات ليتمكن من اكمال بحث الدكتوراه والتخرج ، ، ، مع خالص التحية ، ، ،

د/ رشدي سعيد الكوشاب
المستشار الثقافي



Embassy of the Republic of Yemen, Cultural Attache, Kuala Lumpur
No. 73, Lorong Lai Tet Loke, Off Jalan Semarak, 54100 Kuala Lumpur, Malaysia.
Tel: 03-2691 4626
Email: yecakl@yahoo.com Website: www.yecakl.com

Appendix E: Pilot Study Reliability

Scale: Continuous Learning

Case Processing Summary

		N	%
Cases	Valid	24	100.0
	Excluded ^a	0	.0
	Total	24	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.645	7

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
cl_01	22.9167	7.123	.023	.402	.685
cl_02	22.9583	5.085	.600	.691	.527
cl_03	22.7500	5.500	.401	.474	.593
cl_04	22.9167	4.428	.802	.795	.442
cl_05	22.9167	6.254	.277	.466	.630
cl_06	23.0833	6.341	.151	.048	.673
cl_07	23.2083	5.998	.274	.272	.634

Reliability Statistics

Cronbach's Alpha	N of Items
.685	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
cl_02	19.0833	4.862	.571	.678	.591
cl_03	18.8750	4.984	.470	.435	.624
cl_04	19.0417	4.303	.739	.726	.521
cl_05	19.0417	5.694	.361	.365	.661
cl_06	19.2083	6.085	.128	.041	.738
cl_07	19.3333	5.623	.290	.230	.685

Scale: Continuous Learning

Case Processing Summary

	N	%
Cases Valid	24	100.0
Excluded ^a	0	.0
Total	24	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.738	5

Scale: Inquiry and Dialogue

Case Processing Summary

	N	%
Cases Valid	24	100.0
Excluded ^a	0	.0
Total	24	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.559	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
inq_01	19.2500	3.065	.744	.673	.273
inq_02	19.4167	4.862	.055	.444	.612
inq_03	19.7083	4.476	.117	.181	.603
inq_04	19.5000	3.217	.534	.605	.379
inq_05	19.5000	4.348	.262	.397	.530
inq_06	19.2917	4.737	.171	.200	.562

Scale: Inquiry and Dialogue**Case Processing Summary**

		N	%
Cases	Valid	24	100.0
	Excluded ^a	0	.0
	Total	24	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.612	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
inq_01	15.3333	2.841	.623	.539	.410
inq_03	15.7917	3.998	.088	.179	.703
inq_04	15.5833	2.688	.563	.592	.433
inq_05	15.5833	3.471	.415	.188	.536
inq_06	15.3750	4.071	.220	.190	.619

Scale: Inquiry and Dialogue

Case Processing Summary

		N	%
Cases	Valid	24	100.0
	Excluded ^a	0	.0
	Total	24	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.703	4

Scale: Team Learning

Case Processing Summary

		N	%
Cases	Valid	24	100.0
	Excluded ^a	0	.0
	Total	24	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.928	6

Scale: Embedded Systems

Case Processing Summary

		N	%
Cases	Valid	24	100.0
	Excluded ^a	0	.0
	Total	24	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.872	6

Scale: Empowerment**Case Processing Summary**

	N	%
Cases Valid	24	100.0
Excluded ^a	0	.0
Total	24	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.843	6

Scale: Systems Connection**Case Processing Summary**

	N	%
Cases Valid	24	100.0
Excluded ^a	0	.0
Total	24	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.786	6

Scale: Strategic Leadership**Case Processing Summary**

	N	%
Cases Valid	24	100.0
Excluded ^a	0	.0
Total	24	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.864	6

Scale: Explicit Knowledge Transfer**Case Processing Summary**

	N	%
Cases Valid	24	100.0
Excluded ^a	0	.0
Total	24	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.906	5

Scale: Tacit Knowledge Transfer**Case Processing Summary**

	N	%
Cases Valid	24	100.0
Excluded ^a	0	.0
Total	24	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.826	5

Scale: Cost Leadership Strategy

Case Processing Summary

		N	%
Cases	Valid	24	100.0
	Excluded ^a	0	.0
	Total	24	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.854	4

Scale: Differentiation Strategy

Case Processing Summary

		N	%
Cases	Valid	24	100.0
	Excluded ^a	0	.0
	Total	24	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.761	4

Scale: Focus Strategy

Case Processing Summary

		N	%
Cases	Valid	24	100.0
	Excluded ^a	0	.0
	Total	24	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.742	4

Scale: Social Responsibility

Case Processing Summary

		N	%
Cases	Valid	24	100.0
	Excluded ^a	0	.0
	Total	24	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.863	3

Scale: Student Quality

Case Processing Summary

		N	%
Cases	Valid	24	100.0
	Excluded ^a	0	.0
	Total	24	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.787	5

Scale: Faculty's Resources

Case Processing Summary

		N	%
Cases	Valid	24	100.0
	Excluded ^a	0	.0
	Total	24	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.781	4

Scale: Teaching Activities

Case Processing Summary

		N	%
Cases	Valid	24	100.0
	Excluded ^a	0	.0
	Total	24	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.785	3

Scale: Development Target & Characteristics

Case Processing Summary

		N	%
Cases	Valid	24	100.0
	Excluded ^a	0	.0
	Total	24	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.759	3

Scale: Curriculum Planning

Case Processing Summary

		N	%
Cases	Valid	24	100.0
	Excluded ^a	0	.0
	Total	24	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.794	4

Appendix F: Profiles of Respondents

Statistics

		Current Position	Gender	Age	Academic Rank	Number of Years Serving in the institution/college	Number of Years Serving in the Current Position	Type of Institution/ college
N	Valid	186	186	186	186	186	186	186
	Missing	0	0	0	0	0	0	0

Current Position

	Frequency	Percent	Valid Percent	Cumulative Percent
Dean	107	57.5	57.5	57.5
Deputy Dean	73	39.2	39.2	96.8
Others	6	3.2	3.2	100.0
Total	186	100.0	100.0	

Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	177	95.2	95.2	95.2
Female	9	4.8	4.8	100.0
Total	186	100.0	100.0	

Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Less 30	1	.5	.5	.5
30 - 39	31	16.7	16.7	17.2
40 - 49	120	64.5	64.5	81.7
50 - Over	34	18.3	18.3	100.0
Total	186	100.0	100.0	

Academic Rank

	Frequency	Percent	Valid Percent	Cumulative Percent
Professor	14	7.5	7.5	7.5
Associate Professor	77	41.4	41.4	48.9
Valid Assistant Professor	93	50.0	50.0	98.9
Others	2	1.1	1.1	100.0
Total	186	100.0	100.0	

Number of Years Serving in the institution/college

	Frequency	Percent	Valid Percent	Cumulative Percent
Less 5	22	11.8	11.8	11.8
Valid 5 - 10	72	38.7	38.7	50.5
More 10	92	49.5	49.5	100.0
Total	186	100.0	100.0	

Number of Years Serving in the Current Position

	Frequency	Percent	Valid Percent	Cumulative Percent
Less 1	23	12.4	12.4	12.4
Valid 1 - 3	74	39.8	39.8	52.2
More 3	89	47.8	47.8	100.0
Total	186	100.0	100.0	

Type of Institution/college

	Frequency	Percent	Valid Percent	Cumulative Percent
Public	85	45.7	45.7	45.7
Valid Private	101	54.3	54.3	100.0
Total	186	100.0	100.0	

Appendix G: Test of Multicollinearity

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.492	.234		2.102	.037		
	CL	.068	.063	.051	1.085	.279	.716	1.397
	INQ	-.020	.053	-.022	-.383	.702	.469	2.130
	TL	.104	.068	.122	1.527	.129	.250	3.996
	ES	.031	.065	.036	.483	.630	.298	3.356
	EMP	.013	.062	.015	.206	.837	.324	3.085
	SC	-.048	.063	-.055	-.773	.440	.320	3.127
	SL	.228	.074	.262	3.083	.002	.222	4.497
	EKT	.225	.059	.258	3.838	.000	.357	2.801
	TKT	.096	.058	.111	1.651	.101	.359	2.786
	SA_CLDS	.066	.053	.075	1.238	.217	.435	2.296
	SA_DS	.135	.050	.168	2.685	.008	.411	2.431
	SA_FS	-.016	.041	-.019	-.395	.693	.670	1.492

a. Dependent Variable: OP

Appendix H: Test of Non-Respondent Bias

Group Statistics

	Bias	N	Mean	Std. Deviation	Std. Error Mean
CL	early	107	3.86729	0.39544	0.03823
	late	77	3.90325	0.37455	0.04268
INQ	early	107	3.89252	0.56229	0.05436
	late	77	3.75325	0.56993	0.06495
TL	early	107	3.85826	0.59865	0.05787
	late	77	3.70130	0.59194	0.06746
ES	early	107	3.65421	0.56852	0.05496
	late	77	3.53680	0.59397	0.06769
EMP	early	107	3.75779	0.54664	0.05285
	late	77	3.63636	0.61637	0.07024
SC	early	107	3.77103	0.55774	0.05392
	late	77	3.72511	0.60984	0.06950
SL	early	107	3.87500	0.56354	0.05448
	late	77	3.79004	0.61618	0.07022
EKT	early	107	3.91215	0.60699	0.05868
	late	77	3.87273	0.55527	0.06328
TKT	early	107	3.80187	0.59842	0.05785
	late	77	3.89675	0.57011	0.06497
CLDS	early	107	3.95327	0.60960	0.05893
	late	77	3.90747	0.54161	0.06172
DS	early	107	3.66881	0.62819	0.06073
	late	77	3.67532	0.65150	0.07425
FS	early	107	3.55607	0.58812	0.05686
	late	77	3.40990	0.63999	0.07293
SoR	early	107	3.93458	0.59951	0.05796
	late	77	3.79654	0.72780	0.08294
StQ	early	107	3.79252	0.55145	0.05331
	late	77	3.79545	0.59671	0.06800
FcR	early	107	3.93224	0.56486	0.05461
	late	77	3.79870	0.56201	0.06405
TcR	early	107	3.94704	0.57943	0.05602
	late	77	3.83117	0.62273	0.07097
DvT	early	107	3.97196	0.51624	0.04991
	late	77	3.81818	0.57620	0.06566
CrP	early	107	3.97664	0.58934	0.05697
	late	77	3.86319	0.55561	0.06332

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
CL	.050	.823	-.622 -.628	182 168.906	.535 .531	-.03596 -.03596	.05781 .05730	-.15002 -.14907	.07811 .07716
INQ	.580	.447	1.648 1.644	182 162.569	.101 .102	.13928 .13928	.08451 .08470	-.02747 -.02797	.30602 .30652
TL	.099	.754	1.763 1.766	182 164.972	.080 .079	.15696 .15696	.08905 .08888	-.01874 -.01854	.33265 .33245
ES	.714	.399	1.356 1.347	182 159.530	.177 .180	.11741 .11741	.08657 .08719	-.05340 -.05479	.28822 .28961
EMP	.477	.491	1.409 1.381	182 151.566	.161 .169	.12142 .12142	.08620 .08790	-.04865 -.05225	.29150 .29509
SC	1.190	.277	.530 .522	182 154.811	.597 .602	.04592 .04592	.08669 .08796	-.12512 -.12784	.21696 .21968
SL	.824	.365	.970 .956	182 154.812	.333 .341	.08496 .08496	.08759 .08888	-.08786 -.09061	.25777 .26052
EKT	1.878	.172	.450 .457	182 171.814	.653 .648	.03942 .03942	.08757 .08630	-.13335 -.13092	.21220 .20977
TKT	.602	.439	-1.082 -1.091	182 168.395	.281 .277	-.09488 -.09488	.08769 .08699	-.26790 -.26662	.07813 .07685
CLDS	2.275	.133	.526 .537	182 174.032	.599 .592	.04580 .04580	.08700 .08534	-.12586 -.12263	.21746 .21424
DS	.973	.325	-.068 -.068	182 160.277	.946 .946	-.00652 -.00652	.09535 .09592	-.19465 -.19594	.18161 .18291
FS	.653	.420	1.603 1.581	182 155.313	.111 .116	.14617 .14617	.09121 .09248	-.03379 -.03650	.32613 .32885
SoR	5.808	.017	1.408 1.364	182 143.764	.161 .175	.13804 .13804	.09805 .10118	-.05543 -.06196	.33151 .33804
StQ	.350	.555	-.034 -.034	182 155.903	.973 .973	-.00293 -.00293	.08530 .08641	-.17123 -.17361	.16537 .16775
FcR	.254	.615	1.585 1.587	182 164.378	.115 .115	.13354 .13354	.08424 .08417	-.03266 -.03264	.29975 .29973
TcR	.375	.541	1.297 1.282	182 156.616	.196 .202	.11587 .11587	.08935 .09041	-.06042 -.06271	.29217 .29445
DvT	1.168	.281	1.898 1.865	182 152.644	.059 .064	.15378 .15378	.08101 .08248	-.00606 -.00916	.31362 .31672
CrP	.001	.972	1.319 1.332	182 169.312	.189 .185	.11345 .11345	.08600 .08518	-.05624 -.05470	.28314 .28159

Appendix I: Detecting Outliers (Mahalanobis)

ID	MAH_1	Probability	Outlier	ID	MAH_1	Probability	Outlier
24	60.32026	0	1	21	15.05237	0.24	0
10	49.20225	0	1	66	14.81377	0.25	0
12	29.63675	0	0	38	14.5082	0.27	0
159	28.71296	0	0	71	14.50473	0.27	0
18	27.8976	0.01	0	183	14.48576	0.27	0
138	26.02897	0.01	0	72	14.44912	0.27	0
158	25.60143	0.01	0	141	14.38957	0.28	0
28	25.5348	0.01	0	129	14.21575	0.29	0
93	25.12971	0.01	0	34	14.14234	0.29	0
178	25.0017	0.01	0	179	13.91794	0.31	0
57	22.94921	0.03	0	174	13.91292	0.31	0
20	22.86866	0.03	0	96	13.63265	0.32	0
175	20.99928	0.05	0	40	13.58659	0.33	0
121	20.24822	0.06	0	60	13.50536	0.33	0
11	20.05213	0.07	0	122	13.02633	0.37	0
19	19.34316	0.08	0	7	12.92453	0.37	0
6	19.25458	0.08	0	87	12.80934	0.38	0
59	18.33841	0.11	0	101	12.79739	0.38	0
152	18.04995	0.11	0	146	12.76361	0.39	0
106	17.99437	0.12	0	3	12.69483	0.39	0
182	17.54752	0.13	0	124	12.50852	0.41	0
139	17.48554	0.13	0	13	12.49241	0.41	0
2	17.48055	0.13	0	36	12.38949	0.41	0
109	17.38941	0.14	0	114	12.2896	0.42	0
102	17.31064	0.14	0	25	12.26972	0.42	0
50	17.13164	0.14	0	150	12.26689	0.42	0
81	17.0818	0.15	0	173	12.26114	0.42	0
70	17.05703	0.15	0	125	12.03279	0.44	0
8	16.72613	0.16	0	14	12.01936	0.44	0
89	16.66765	0.16	0	153	11.92003	0.45	0
58	16.60706	0.16	0	46	11.867	0.46	0
61	16.57834	0.17	0	171	11.77607	0.46	0
91	16.49564	0.17	0	52	11.73707	0.47	0
68	16.43674	0.17	0	5	11.56215	0.48	0
161	16.29132	0.18	0	82	11.42022	0.49	0
187	16.28689	0.18	0	186	11.35007	0.5	0
84	16.21508	0.18	0	92	11.27615	0.51	0
80	16.12691	0.19	0	105	11.24096	0.51	0
26	16.02746	0.19	0	113	11.21945	0.51	0
64	15.96196	0.19	0	180	11.04742	0.52	0
99	15.94926	0.19	0	88	10.95802	0.53	0
127	15.80128	0.2	0	1	10.94811	0.53	0
154	15.58335	0.21	0	69	10.9186	0.54	0
123	15.29354	0.23	0	31	10.82356	0.54	0
62	15.23139	0.23	0	17	10.63138	0.56	0
97	15.07837	0.24	0	130	10.61345	0.56	0

Continue Appendix (H)

ID	MAH_1	Probability	Outlier	ID	MAH_1	Probability	Outlier
90	10.45258	0.58	0	147	7.57245	0.82	0
118	10.3255	0.59	0	144	7.5628	0.82	0
167	10.32494	0.59	0	131	7.48488	0.82	0
108	10.25829	0.59	0	29	7.45396	0.83	0
110	10.20926	0.6	0	30	7.42105	0.83	0
181	10.09781	0.61	0	119	7.302	0.84	0
37	9.98675	0.62	0	9	7.23377	0.84	0
184	9.9839	0.62	0	112	7.16823	0.85	0
107	9.95579	0.62	0	73	7.14929	0.85	0
49	9.91267	0.62	0	83	7.07362	0.85	0
120	9.90685	0.62	0	166	6.8665	0.87	0
137	9.88071	0.63	0	41	6.72292	0.88	0
103	9.85967	0.63	0	33	6.66251	0.88	0
51	9.79309	0.63	0	76	6.5643	0.89	0
56	9.78554	0.63	0	104	6.45835	0.89	0
27	9.64133	0.65	0	134	6.37609	0.9	0
15	9.62126	0.65	0	162	6.33711	0.9	0
126	9.51263	0.66	0	95	6.33489	0.9	0
168	9.50678	0.66	0	132	6.33229	0.9	0
116	9.36191	0.67	0	145	6.25559	0.9	0
79	9.35063	0.67	0	47	6.22098	0.9	0
117	9.34455	0.67	0	170	6.1677	0.91	0
169	9.21222	0.68	0	149	6.15616	0.91	0
94	9.20674	0.69	0	111	6.12993	0.91	0
176	9.1447	0.69	0	164	5.83849	0.92	0
185	9.10408	0.69	0	32	5.73855	0.93	0
35	8.95996	0.71	0	98	5.30579	0.95	0
65	8.95953	0.71	0	86	5.25257	0.95	0
151	8.87017	0.71	0	136	5.2349	0.95	0
172	8.84029	0.72	0	135	5.08685	0.96	0
142	8.63061	0.73	0	16	4.99859	0.96	0
148	8.47289	0.75	0	85	4.96038	0.96	0
54	8.44358	0.75	0	143	4.86963	0.96	0
74	8.43594	0.75	0	63	4.79862	0.96	0
75	8.382	0.75	0	156	4.78019	0.96	0
100	8.24913	0.77	0	163	4.71765	0.97	0
160	8.23832	0.77	0	43	4.70493	0.97	0
55	8.21213	0.77	0	78	4.69845	0.97	0
48	8.13507	0.77	0	140	4.58557	0.97	0
23	8.0636	0.78	0	45	4.26306	0.98	0
42	8.01914	0.78	0	128	3.95601	0.98	0
53	7.97801	0.79	0	77	3.47538	0.99	0
177	7.85426	0.8	0	165	2.84308	1	0
4	7.74891	0.8	0	67	2.79942	1	0
39	7.73572	0.81	0	157	2.78288	1	0
115	7.67481	0.81	0	22	2.63305	1	0
133	7.66847	0.81	0	44	2.37625	1	0

Appendix J: Normality Test
(<https://webpower.psychstat.org>)

Output of skewness and kurtosis calculation

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Sample size: 184
Number of variables: 18

Univariate skewness and kurtosis

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	Skewness	SE_skew	Kurtosis	SE_kurt
CL	-0.6616332206	0.1791298	2.22941217	0.356401
INQ	-0.5724438165	0.1791298	1.29706220	0.356401
TL	-0.4738266836	0.1791298	0.58247182	0.356401
ES	-0.4842075269	0.1791298	0.62119845	0.356401
EMP	-0.3846572587	0.1791298	0.64812243	0.356401
SC	-0.4757810200	0.1791298	0.21796216	0.356401
SL	-0.1174230877	0.1791298	-0.17910170	0.356401
EKT	-0.0008853671	0.1791298	-0.76857129	0.356401
TKT	0.2416372931	0.1791298	-0.94340727	0.356401
SoR	-0.1306714562	0.1791298	-0.84054102	0.356401
StQ	-0.1120912708	0.1791298	-0.56061035	0.356401
FcR	-0.2591401516	0.1791298	-0.42996785	0.356401
TcA	0.0129612394	0.1791298	-0.41148130	0.356401
DvT	0.0500044702	0.1791298	-0.68684948	0.356401
CrP	0.0657212236	0.1791298	-0.66947932	0.356401
CLDS	-0.0997247428	0.1791298	-0.64692458	0.356401
DS	-0.1318094472	0.1791298	-0.41846373	0.356401
FS	-0.1516588034	0.1791298	0.05343107	0.356401

```

Mardia's multivariate skewness and kurtosis

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	b	z	p-value
Skewness	56.77987	1741.249389	0
Kurtosis	393.92542	8.575076	0

Appendix K: Common Method Variance Test

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	31.796	38.308	38.308	31.796	38.308	38.308
2	3.794	4.571	42.880			
3	2.791	3.363	46.242			
4	2.384	2.872	49.114			
5	2.215	2.668	51.782			
6	2.019	2.433	54.215			
7	1.933	2.329	56.544			
8	1.793	2.161	58.704			
9	1.715	2.067	60.771			
10	1.674	2.017	62.788			
11	1.596	1.923	64.712			
12	1.499	1.806	66.518			
13	1.364	1.644	68.161			
14	1.277	1.538	69.700			
15	1.200	1.446	71.145			
16	1.148	1.383	72.528			
17	1.083	1.305	73.833			
18	1.071	1.290	75.123			
19	1.047	1.262	76.385			
20	.965	1.163	77.548			
21	.935	1.126	78.674			
22	.839	1.011	79.685			
23	.814	.981	80.666			
24	.781	.941	81.607			
25	.748	.901	82.508			
26	.721	.869	83.377			
27	.708	.853	84.230			
28	.649	.782	85.012			
29	.630	.759	85.772			
30	.602	.726	86.498			
31	.563	.679	87.176			
32	.535	.644	87.821			
33	.526	.634	88.455			
34	.501	.603	89.058			

35	.491	.592	89.650		
36	.484	.584	90.234		
37	.468	.564	90.797		
38	.432	.520	91.318		
39	.416	.502	91.820		
40	.386	.466	92.285		
41	.377	.454	92.739		
42	.366	.441	93.181		
43	.353	.426	93.606		
44	.348	.420	94.026		
45	.344	.414	94.440		
46	.311	.375	94.815		
47	.295	.355	95.170		
48	.285	.344	95.514		
49	.271	.327	95.840		
50	.265	.319	96.160		
51	.249	.300	96.459		
52	.236	.284	96.743		
53	.216	.260	97.003		
54	.211	.254	97.257		
55	.206	.248	97.505		
56	.189	.228	97.733		
57	.182	.219	97.952		
58	.166	.199	98.152		
59	.156	.188	98.340		
60	.154	.186	98.526		
61	.142	.171	98.696		
62	.128	.154	98.851		
63	.121	.145	98.996		
64	.109	.131	99.127		
65	.106	.128	99.255		
66	.099	.119	99.374		
67	.097	.117	99.491		
68	.085	.103	99.594		
69	.077	.092	99.686		
70	.063	.076	99.762		
71	.053	.063	99.826		
72	.027	.033	99.858		
73	.022	.026	99.885		
74	.019	.023	99.908		

75	.014	.017	99.925			
76	.012	.015	99.940			
77	.012	.014	99.954			
78	.009	.010	99.964			
79	.008	.010	99.974			
80	.008	.009	99.983			
81	.006	.007	99.990			
82	.005	.005	99.996			
83	.004	.004	100.000			

Extraction Method: Principal Component Analysis.



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Appendix L: Calculation of Strategy Adoption Frequencies

ID	CLDS	DS	FS	Largest Number	Type	ID	CLDS	DS	FS	Largest Number	Type
1	3	2.5	3.25	3.25	FS	40	3.5	3.75	3	3.75	DS
2	3.25	3.25	3.5	3.5	FS	41	4.25	3.75	3.75	4.25	CLDS
3	3.75	4	3.5	4	DS	42	4.75	4.25	4.5	4.75	CLDS
4	3.25	3.5	3	3.5	DS	43	4.25	4.25	4.5	4.5	FS
5	4	4.25	4	4.25	DS	44	4.25	3.75	3.75	4.25	CLDS
6	3.25	3.5	2.75	3.5	DS	45	4.5	4.25	4.25	4.5	CLDS
7	4	3.25	3.75	4	CLDS	46	4	3.75	3	4	CLDS
8	4.25	3.75	3.25	4.25	CLDS	47	4.75	4.25	4.5	4.75	CLDS
9	3.25	3.5	3.25	3.5	DS	48	4.75	4.25	4	4.75	CLDS
11	3.75	5	4.5	5	DS	49	4.25	4.75	4.25	4.75	DS
12	2.75	5	3.25	5	DS	50	3	2.5	2.75	3	CLDS
13	3.75	3	3	3.75	CLDS	51	3.75	3.25	3.25	3.75	CLDS
14	3.75	2.75	3	3.75	CLDS	52	4.25	4.5	4.25	4.5	DS
15	4	2.75	2.5	4	CLDS	53	4.5	4	4	4.5	CLDS
16	4.75	4	3.75	4.75	CLDS	54	5	4.75	4.75	5	CLDS
17	4.5	3.25	3.75	4.5	CLDS	55	5	4.75	4.25	5	CLDS
18	4.5	3	2	4.5	CLDS	56	5	4.75	4.75	5	CLDS
19	5	3.75	2.5	5	CLDS	57	3	2	3.75	3.75	FS
20	3.75	3.25	2.25	3.75	CLDS	58	3.5	3.5	4	4	FS
21	3	2.75	3.25	3.25	FS	59	2.75	3	2.75	3	DS
22	4.5	3.5	3.25	4.5	CLDS	60	3.25	2.5	3	3.25	CLDS
23	4.75	3.5	3.75	4.75	CLDS	61	4	3.5	3.5	4	CLDS
25	3	2.5	3.25	3.25	FS	62	4.5	4	4	4.5	CLDS
26	3.5	3.75	3.5	3.75	DS	63	3.75	3.5	3.5	3.75	CLDS
27	3.75	3.5	3	3.75	CLDS	64	3.75	4	4.25	4.25	FS
28	5	2.75	2.5	5	CLDS	65	3.75	3.5625	3.5	3.75	CLDS
29	4.25	3.25	3.75	4.25	CLDS	66	2.75	3.75	3.25	3.75	DS
30	5	4.25	3.5	5	CLDS	67	3.75	3.5	3.5	3.75	CLDS
31	4.75	3.5	4	4.75	CLDS	68	3.75	3.5	3	3.75	CLDS
32	4.25	3.25	3.25	4.25	CLDS	69	5	4.5	4.75	5	CLDS
33	4.5	4	4.25	4.5	CLDS	70	3	3.25	4	4	FS
34	4.5	3.5	4	4.5	CLDS	71	4	4.5	3	4.5	DS
35	4	4.25	4	4.25	DS	72	3.75	3.75	4.25	4.25	FS
36	3.5	3.75	3.5	3.75	DS	73	3.25	3	3	3.25	CLDS
37	4.5	3.25	3	4.5	CLDS	74	4	3.75	3.5	4	CLDS
38	4	3.75	4.25	4.25	FS	75	3.25	2.5	2.75	3.25	CLDS
39	4	4.25	4	4.25	DS	76	4.25	4	4	4.25	CLDS

Continue Appendix (L)

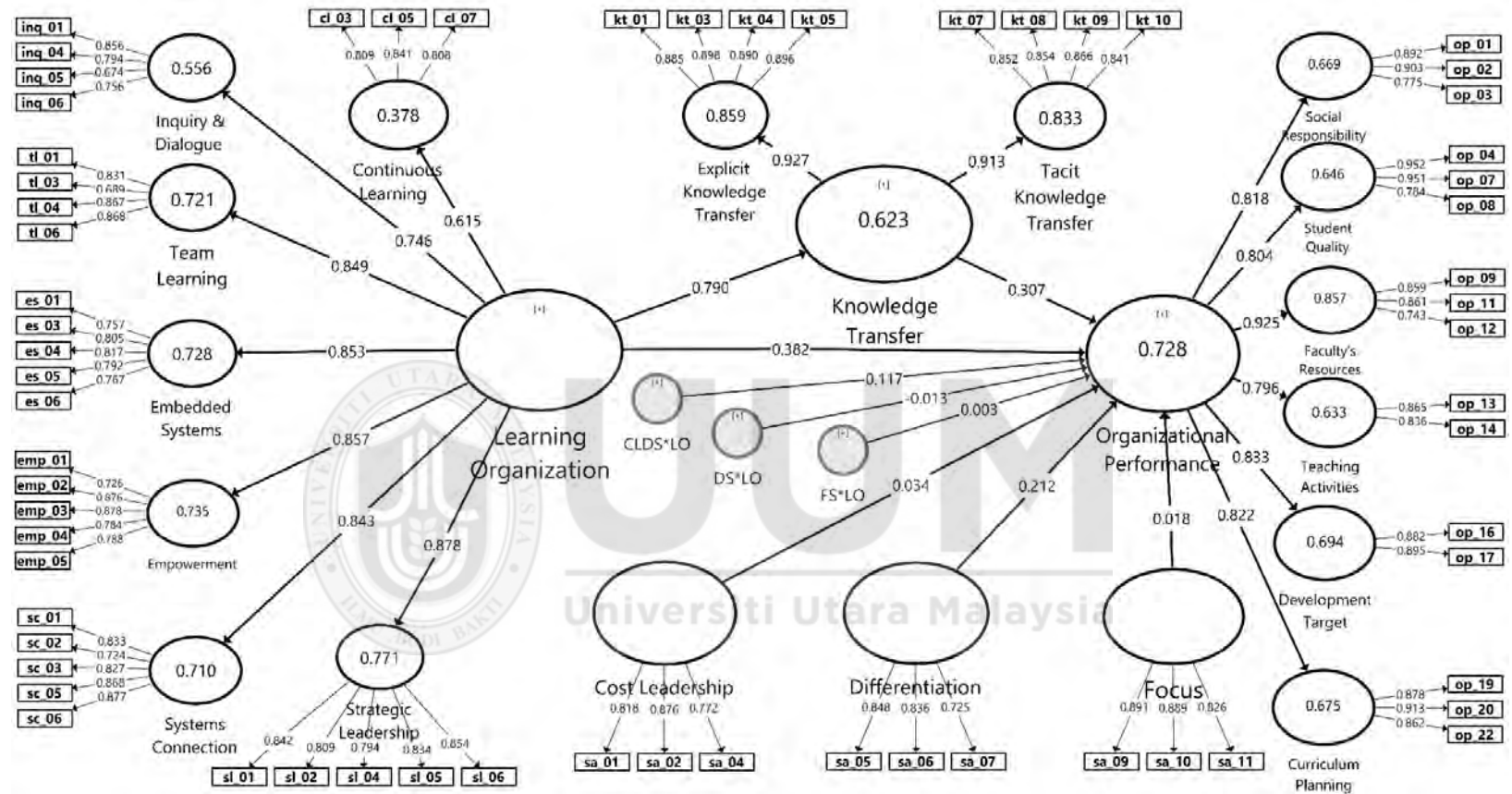
ID	CLDS	DS	FS	Largest Number	Type	ID	CLDS	DS	FS	Largest Number	Type
77	4	3.75	3.75	4	CLDS	114	4.25	3.5	3.75	4.25	CLDS
78	4	3.25	3	4	CLDS	115	4	3.25	3.5	4	CLDS
79	3.75	3	3.5	3.75	CLDS	116	4.5	4.25	4.25	4.5	CLDS
80	3	4.25	4	4.25	DS	117	3.75	4.25	4	4.25	DS
81	4.75	4.5	4.5	4.75	CLDS	118	3.75	4	3.75	4	DS
82	4	3.75	3.5	4	CLDS	119	4.75	4	4.25	4.75	CLDS
83	3.25	3	3.75	3.75	FS	120	4.5	4.75	4	4.75	DS
84	4.25	2.75	4	4.25	CLDS	121	5	4	3.5	5	CLDS
85	3.75	3.5	2.5	3.75	CLDS	122	5	4	4	5	CLDS
86	4.5	4	3.5	4.5	CLDS	123	4	4.5	3	4.5	DS
87	3.75	4.25	4	4.25	DS	124	3.75	4	3.5	4	DS
88	4.5	4.5	4.75	4.75	FS	125	4	3.5	3	4	CLDS
89	4.25	4.5	4.25	4.5	DS	126	4	3.5	3	4	CLDS
90	3.75	3.5	3.5	3.75	CLDS	127	4.25	3.5	3.75	4.25	CLDS
91	4.5	4	4	4.5	CLDS	128	3.75	3.5	3.5	3.75	CLDS
92	3.5	3.75	3.25	3.75	DS	129	3.75	4	3	4	DS
93	3.5	4.5	3.25	4.5	DS	130	3.5	2.75	3.25	3.5	CLDS
94	3.25	3.5	3	3.5	DS	131	4.5	4.25	4	4.5	CLDS
95	3.25	3.5	3	3.5	DS	132	4.5	4.75	3.75	4.75	DS
96	5	4.75	4.75	5	CLDS	133	4.5	4.25	4	4.5	CLDS
97	4	4.75	4	4.75	DS	134	4.75	4.5	3.75	4.75	CLDS
98	4.5	3.75	3.25	4.5	CLDS	135	4.5	4	4	4.5	CLDS
99	4.5	3.25	3.5	4.5	CLDS	136	3.75	3.25	3.25	3.75	CLDS
100	3	2.5	2.75	3	CLDS	137	4.25	4.5	3.5	4.5	DS
101	3	3	3.5	3.5	FS	138	3.5	2.25	2.5	3.5	CLDS
102	2.5	2.75	4	4	FS	139	3.5	3.75	2.5	3.75	DS
103	3	3.25	3	3.25	DS	140	3.25	3	3.5	3.5	FS
104	4	3	3	4	CLDS	141	4	2.5	2.5	4	CLDS
105	4	4.75	3	4.75	DS	142	3.25	3	3	3.25	CLDS
106	3.5	3.75	3	3.75	DS	143	4	4.25	4	4.25	DS
107	3	2.75	3.25	3.25	FS	144	3.75	3.5	3.25	3.75	CLDS
108	3.25	3.75	3.25	3.75	DS	145	4	3.25	3	4	CLDS
109	5	4	4.5	5	CLDS	146	3.25	3.75	3	3.75	DS
110	4	3.25	3.25	4	CLDS	147	3.25	3	3	3.25	CLDS
111	4.5	3.75	3.5	4.5	CLDS	148	3.25	2.75	3	3.25	CLDS
112	3.75	3.5	3.5	3.75	CLDS	149	3.5	3.25	3	3.5	CLDS
113	3.25	3.75	4	4	FS	150	3.25	4	3	4	DS

Continue Appendix (L)

ID	CLDS	DS	FS	Largest Number	Type	Frequency of Strategies		
151	2.75	3	3.25	3.25	FS	Sum of CLDS=	107	58%
152	3.75	3	2.75	3.75	CLDS	Sum of DS=	52	28%
153	4.5	4.25	4.25	4.5	CLDS	Sum of FS=	25	14%
154	4.25	4.5	2.5	4.5	DS	Total=	184	100%
156	3.75	4	3.75	4	DS			
157	4.25	3.5	3.5	4.25	CLDS			
158	3.75	4.25	2.5	4.25	DS			
159	4.25	3.75	1.5	4.25	CLDS			
160	4	3.25	3	4	CLDS			
161	4	3	2.5	4	CLDS			
162	4.5	3.5	3	4.5	CLDS			
163	3.75	3.25	2.75	3.75	CLDS			
164	4.25	3.5	3.5	4.25	CLDS			
165	3.75	4	3.75	4	DS			
166	4	3.25	2.75	4	CLDS			
167	4	4.25	4	4.25	DS			
168	4.5	4.5	5	5	FS			
169	4.5	4.75	4	4.75	DS			
170	4	3.75	3.5	4	CLDS			
171	4.5	4	3	4.5	CLDS			
172	4.75	3.75	3.5	4.75	CLDS			
173	4.25	4.5	4	4.5	DS			
174	4.5	4	3	4.5	CLDS			
175	3	2	4	4	FS			
176	3.5	3	3	3.5	CLDS			
177	4	4	4.25	4.25	FS			
178	3.75	2.75	1.75	3.75	CLDS			
179	3.75	3.75	4.25	4.25	FS			
180	3.5	3	3	3.5	CLDS			
181	4	3	3	4	CLDS			
182	3.5	3.5	4.25	4.25	FS			
183	3	3.75	3.5	3.75	DS			
184	3.125	3	3.5625	3.5625	FS			
185	4	4.25	3.75	4.25	DS			
186	4.25	5	4	5	DS			
187	3.75	4.5	3.5	4.5	DS			

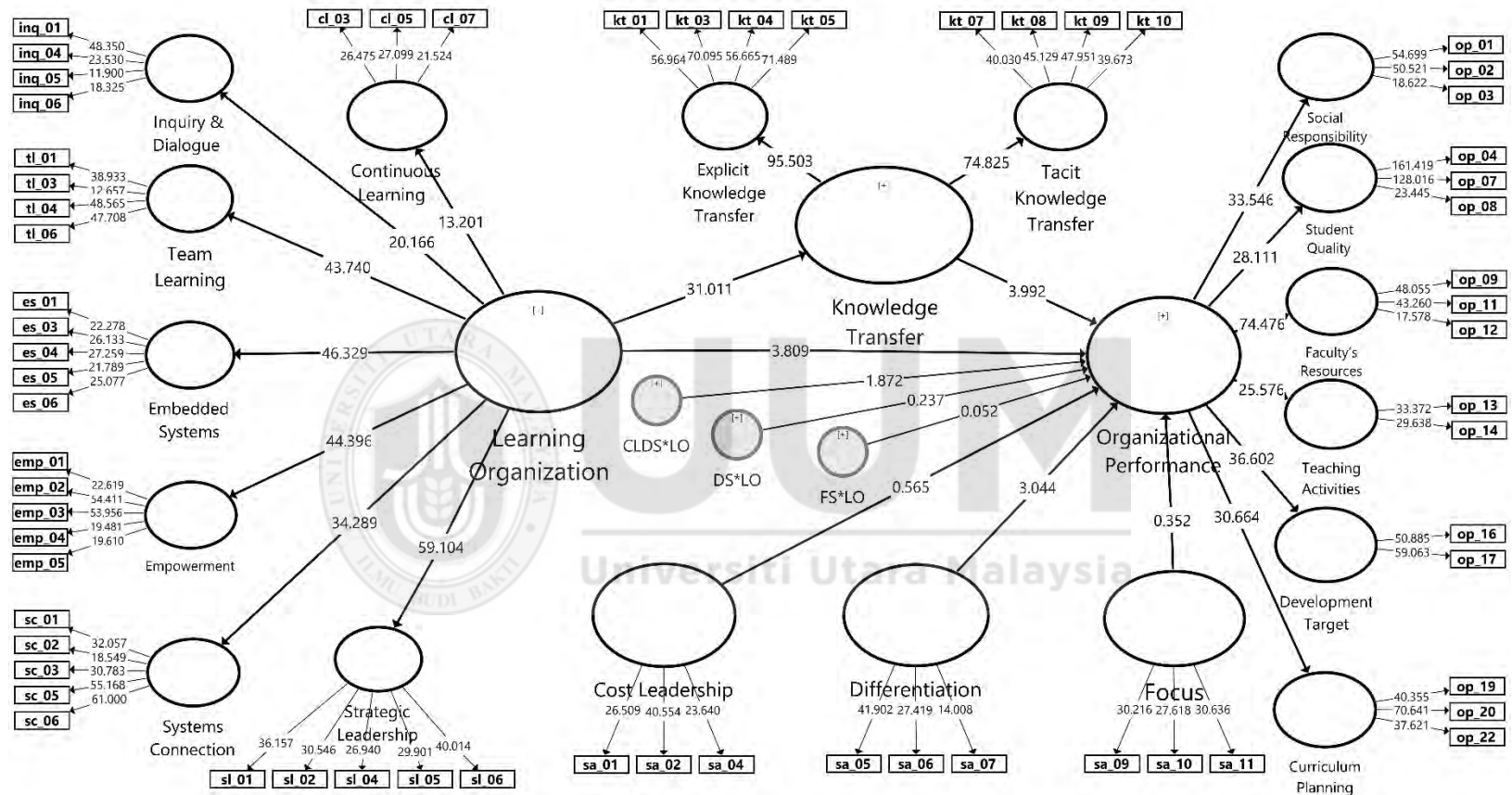
Note: CLDS= Cost leadership strategy; DS= Differentiation strategy; and FS= Focus strategy.

Appendix M: The Final Reliable and Valid



The Final Reliable and Valid Model by Using SmartPLS Version 3.2.7

Appendix N: PLS Bootstrapping Results of the Model



The results of bootstrapping by Using SmartPLS Version 3.2.7

Universiti Utara Malaysia



Appendix P: List of Experts that evaluated the instrument

	Name of Expert	Details
1	Dr. Mohammed Mohammed Mutaheer	Associate Professor. Former Vice Minister of Higher education in Yemen (2001- 2014)- Educational management–Sana'a University
2	Dr. Khaled Mohammed Al Qasa	Aden University –UUM (visiting senior lecturer)
3	Dr. Hasan Mohammed Bamahros	Aden University-UUM (visiting senior lecturer)
4	Dr. Hamdan Amer Al-Jaifi	UUM (visiting senior lecturer)
5	Dr. Ebrahim Mohammed Al-Matari	Amran University-UUM (visiting senior lecturer)
6	Dr. Abdo Ali Homaïd	Olympia College- DBM coordinator/ lecturer.
7	Dr. Hashed Mabkhot	Sana'a University (2000-2007) - PhD Management UUM.
8	Dr. Nasser Alariquei	IIUM (visiting senior lecturer)
9	Dr. Sharaf Al-Kebsy	International Lebanese University- Dean of Business college
10	Dr. Issa Salem Al-Ahmedy	Deputy Dean of Business Sciences College- University of Aden
11	Dr. Saleh Maqtan Haimed Ba-Qatiyan	Associate Professor. Former Dean of Education College (2010-2014)-Aden University
12	Dr. Hussien Ali Habtoor	Associate Professor of Applied Linguistic- Najran Univesity-KSA
13	Dr. Abdul-Hafeed Ali Fagih	Associate Professor of Applied Linguistic- Najran Univesity-KSA
14	Dr. Saleh Al-Jariry	Associate Professor. Head of Business Department – Aden University - College of Business Sciences
15	Dr. Ali Saleh Ahmed Al-Arussi	UUM (visiting senior lecturer).

Appendix Q: The Translation Processes

No	Original Measurement	(1) Forward Translation		(2) Assessment of Forward Translation	(3) Backward Translation	(4) Assessment of Backward Translation
		Version 1	Version 2	The Result		
	Demographic Information	البيانات الديموغرافية	البيانات الديموغرافية	البيانات الديموغرافية	Demographic characteristics	
1	Designation of Respondent • Dean • Deputy Dean • Others (Please specify)	الموظف الحالي • عميد الكلية • نائب عميد الكلية • أخرى (يرجى التحديد)	الموظف الحالي • عميد الكلية • نائب عميد الكلية • أخرى (يرجى التحديد)	الموظف الحالي • عميد الكلية • نائب عميد الكلية • أخرى (يرجى التحديد)	Job Position • Dean • Deputy Dean • Others (Please specify)	
4	Respondent Gender: • Male • Female	الجنس • ذكر • أنثى	الجنس • ذكر • أنثى	الجنس • ذكر • أنثى	Gender • Male • Female	
3	Respondent Age: • Less than 30 years • 30- 39 • 40 – 49 • 50 and over	العمر • أقل من 30 سنة • 37 - 31 • 27 - 21 • 15 وأكثر	العمر • أقل من 31 عام • 37 - 31 • 27 - 21 • 15 وأكثر	العمر • أقل من 31 سنة • 37 - 31 • 27 - 21 • 15 وأكثر	Age • Less than 30 years • 30- 39 • 40 – 49 • 50 and above	
2	Academic Rank • Professor • Associate Professor • Assistant Professor • Others (Please specify)	الدرجة الأكاديمية • أستاذ • أستاذ مشارك • أستاذ مساعد • أخرى (يرجى التحديد)	الدرجة الأكاديمية • أستاذ • أستاذ مشارك • أستاذ مساعد • أخرى (يرجى التحديد)	الدرجة الأكاديمية • أستاذ • أستاذ مشارك • أستاذ مساعد • أخرى (يرجى التحديد)	Academic Rank • Professor • Associate Professor • Assistant Professor • Others (Please specify)	
5	Number of Years Serving in the institution: • Less than 5 years • Between 5 to 10 years • More than 10 years	سنوات الخدمة في المؤسسة • أقل من 5 سنوات • بين 5 و 11 سنوات • أكثر من 11 سنوات	سنوات الخدمة في المؤسسة • أقل من 5 سنوات • بين 5 و 11 سنوات • أكثر من 11 سنوات	سنوات الخدمة في المؤسسة • أقل من 5 سنوات • بين 5 و 11 سنوات • أكثر من 11 سنوات	Number of years of service in the institution/college • Less than 5 years • Between 5 to 10 years • More than 10 years	
3	Number of Years Serving in the Current Position: • Less than 1 year • Between 1 to 3 years • More than 3 years	سنوات الخدمة في المنصب الحالي • أقل من سنة • بين سنة و 3 سنوات • أكثر من 3 سنوات	سنوات الخدمة في المنصب الحالي • أقل من سنة • بين سنة و 3 سنوات • أكثر من 3 سنوات	سنوات الخدمة في المنصب الحالي • أقل من سنة • بين سنة و 3 سنوات • أكثر من 3 سنوات	Number of years of service in the Current Position • Less than 1 year • Between 1 to 3 years • More than 3 years	
9	Type of Institution/college • Public • Private	نوع المؤسسة/الكلية • حكومية • خاصة	نوع المؤسسة/الكلية • عامة • خاصة	نوع المؤسسة/الكلية • حكومية • خاصة	Type of Institution/college: • Public • Private	
4	Name of Institution/college	اسم المؤسسة/الكلية	اسم المؤسسة/الكلية	اسم المؤسسة/الكلية	Name of Institution/college	

No	Original Measurement	(1) Forward Translation		(2) Assessment of Forward Translation	(3) Backward Translation	(4) Assessment of Backward Translation
		Version 1	Version 2	The Result		
10	In my institution/college, people are encouraged to ask "why" regardless of rank.	يتم تشجيع افراد ببدء تلفيس اربك مبعوض للنظر عن وتبهم للوظيفة.	يتم تشجيع افراد لمطربين في المؤسسة ببدء تلفيس اربك مبعوض للنظر عن في صيبهم.	يتم تشجيع افراد ببدء تلفيس اربك مبعوض للنظر عن وتبهم للوظيفة.	Individuals are encouraged to ask their inquiries regardless of their ranks.	
11	In my institution/college, whenever people state their view, they also ask what others think.	يطلب افراد شففس ار عن آراء ا خين قبل طرح وجهة نظرهم.	يطلب افراد ذلك حصول في وجهة نظر ا خين في تفقيم وجهة نظرهم.	يطلب افراد شففس ار عن آراء ا خين قبل طرح وجهة نظرهم.	Individuals inquire about the opinions of others before putting their point of view.	
12	In my institution/college, people treat each other with respect.	يعامل افراد بعين مبعوضاً بإحترام.	يعامل افراد في مبعوضين بإحترام بقابل.	يعامل افراد بعين مبعوضاً بإحترام.	Individuals treat each other with respect.	
13	In my institution/college, people spend time building trust with each other.	يفيق افراد وقتاً لبناء الثقة للتبالي في مبعوضينهم.	يفيق افراد الوقت للفعل لبناء الثقة مع كل فيهم ا خر.	يفيق افراد وقتاً لبناء الثقة للتبالي في مبعوضينهم.	Individuals spend time building mutual trust among themselves.	
	Encourage Collaboration and Team Learning	تشجيع التعاون والتعلم الجماعي	تشجيع التعاون وتعلم الفريق	تشجيع التعاون والتعلم لجماعي	Encouraging Cooperation and Collective Learning	
14	In my institution/college, teams/groups have the freedom to adapt their goals as needed.	تنتسم غرق لاجل مبعوض في تأجيل أهدافه حسب الاحتياج.	تنتسم غرق لاجل مبعوض في تأجيل أهدافهم حسب الاحتياج.	تنتسم غرق لاجل مبعوض في تأجيل أهدافه حسب الاحتياج.	Work teams have the freedom to adapt their goals as needed.	
15	In my institution/college, teams/groups treat members as equals, regardless of rank, culture, or other differences.	يتم لتعامل مع أعضاء الفريق بغض النظر عن الملكلة الوظيفية أو الثقافة أو غيره من الصفات.	يتم لتعامل مع أعضاء الفريق في قدم لاهن أو بغض النظر عن الملكلة الوظيفية أو الثقافة أو الصفات اخرى.	يتم لتعامل مع أعضاء الفريق بغض النظر عن الملكلة الوظيفية أو الثقافة أو غيره من الصفات.	The members of the team are treated as equals, regardless of their positions, culture or other differences.	
16	In my institution/college, teams/groups focus both on the group's task and on how well the group is working.	توكد غرق لاجل عمل في مهام الفريق و في كيفية عمل الفريق بشكل جيد.	توكد غرق لاجل عمل في مهمة الفريق وكيفية اداء الفريق بشكل جيد.	توكد غرق لاجل عمل في مهمة الفريق و في كيفية عمل الفريق بشكل جيد.	Work teams focus on the team's tasks and how the team works well.	
17	In my institution/college, teams/groups revise their thinking as a result of group discussions or information collected.	تراجع غرق لاجل عمل لبرلو تفكير من خلال الاش الجماعي ولم في ووات المطروحة.	يبتح غرق لاجل تفكيرهم من خلال الاش لاجماعي ولام في ووات المتغيرة.	تراجع غرق لاجل عمل لبرلو تفكير من خلال الاش لاجماعي ولام في ووات المطروحة.	Work teams review the way of thinking as a result of collective discussion or information introduced.	

No	Original Measurement	(1) Forward Translation		(2) Assessment of Forward Translation	(3) Backward Translation	(4) Assessment of Backward Translation
		Version 1	Version 2	The Result		
18	In my institution/college, teams/groups are rewarded for their achievements as a team/group.	يتم مدافعة الفرق ل عمل فففى لاجازتكم وعلف لفففففق واءف.	يتم مدافعة الفرق ل عمل فففى مفففوى لاجازتكم لفففففق واءف.	يتم مدافعة الفرق ل عمل فففى لاجازتكم وعلف لفففففق واءف.	The work teams are rewarded for their achievements and work as a team.	
19	In my institution/college, teams/groups are confident that the institution/college will act on their recommendations.	لدففرق ل عمل للققنا عفا عفا مءا ءفوصفكم من قفل اءارة ل مءوسف للالففة .	ففرق ل عمل مققف عفا عفا مءا ءفوصفكم من قفل اءارة ل مءوسف للالففة .	لدففرق ل عمل للققنا عفا عفا مءا ءفوصفكم من قفل اءارة ل مءوسف للالففة .	Work teams are convinced that their recommendations will be approved by the institution's management.	
	Establish Systems to Capture and Share Learning	ءطفر لظمة ل عفا عفا مءا ءفوصفكم من قفل اءارة ل مءوسف للالففة .	ءطفر لظمة ل عفا عفا مءا ءفوصفكم من قفل اءارة ل مءوسف للالففة .	ءطفر لظمة ل عفا عفا مءا ءفوصفكم من قفل اءارة ل مءوسف للالففة .	Establishing Systems to Capture and Share Learning	
20	My institution/college uses two-way communication on a regular basis, i.e. suggestion systems, electronic bulletin boards, or town hall/open meetings.	ففم بلءءءام انصفا ل لءبالاة بففكل ففظم لفصن افق اقءرااء اولوأة اءا ل مءوسف للالففة .	ففم بلءءءام انصفا ل لءبالاة بففكل ففظم لفصن افق اقءرااء اولوأة اءا ل مءوسف للالففة .	ففم بلءءءام انصفا ل لءبالاة بففكل ففظم لفصن افق اقءرااء اولوأة اءا ل مءوسف للالففة .	Two-way communication is used on a regular way in my institution/college, such as suggestion boxes, bulletin boards or open periodic meetings.	
21	My institution/college enables people to get needed information at any time quickly and easily.	ففم بلءءءام انصفا ل لءبالاة بففكل ففظم لفصن افق اقءرااء اولوأة اءا ل مءوسف للالففة .	ففم بلءءءام انصفا ل لءبالاة بففكل ففظم لفصن افق اقءرااء اولوأة اءا ل مءوسف للالففة .	ففم بلءءءام انصفا ل لءبالاة بففكل ففظم لفصن افق اقءرااء اولوأة اءا ل مءوسف للالففة .	Individuals obtain the needed information at any time quickly and easily.	
22	My institution/college maintains an up-to-date data base of employee skills.	ففم بلءءءام انصفا ل لءبالاة بففكل ففظم لفصن افق اقءرااء اولوأة اءا ل مءوسف للالففة .	ففم بلءءءام انصفا ل لءبالاة بففكل ففظم لفصن افق اقءرااء اولوأة اءا ل مءوسف للالففة .	ففم بلءءءام انصفا ل لءبالاة بففكل ففظم لفصن افق اقءرااء اولوأة اءا ل مءوسف للالففة .	The institution/college has an updated database that contains the skills of its members.	
23	My institution/college creates systems to measure gaps between current and expected performance.	ففم بلءءءام انصفا ل لءبالاة بففكل ففظم لفصن افق اقءرااء اولوأة اءا ل مءوسف للالففة .	ففم بلءءءام انصفا ل لءبالاة بففكل ففظم لفصن افق اقءرااء اولوأة اءا ل مءوسف للالففة .	ففم بلءءءام انصفا ل لءبالاة بففكل ففظم لفصن افق اقءرااء اولوأة اءا ل مءوسف للالففة .	The institution/college creates systems to measure the gaps between the current and expected performance.	
24	My institution/college makes its lessons learned available to all employees.	ففم بلءءءام انصفا ل لءبالاة بففكل ففظم لفصن افق اقءرااء اولوأة اءا ل مءوسف للالففة .	ففم بلءءءام انصفا ل لءبالاة بففكل ففظم لفصن افق اقءرااء اولوأة اءا ل مءوسف للالففة .	ففم بلءءءام انصفا ل لءبالاة بففكل ففظم لفصن افق اقءرااء اولوأة اءا ل مءوسف للالففة .	The institution/college shares the lessons learned to all employees in order to benefit from them.	

No	Original Measurement	(1) Forward Translation		(2) Assessment of Forward Translation	(3) Backward Translation	(4) Assessment of Backward Translation
		Version 1	Version 2	The Result		
25	My institution/college measures the results of the time and resources spent on training.	تقدم المؤسسة/الكلية قياسات نتائج الوقت والموارد المستخدمة للتدريب.	تصني المؤسسة/الكلية قياسات نتائج الوقت والموارد المستخدمة للتدريب.	تقدم المؤسسة/الكلية قياسات الوقت والموارد المستخدمة للتدريب.	The institution/college is interested in measuring the time and resources spent for training.	
	Empower People toward a Collective Vision	تطوّر أفراد تجاه رؤية مشتركة	تطوّر أفراد نحو رؤية مشتركة	تطوّر أفراد تجاه رؤية مشتركة	Empowering Individuals Towards a Common Vision	
26	My institution/college recognizes people for taking initiative.	تقدم المؤسسة/الكلية بالاعتراف بالإنجازات.	تصني المؤسسة/الكلية بالاعتراف بالإنجازات.	تقدم المؤسسة/الكلية بالاعتراف بالإنجازات.	The institution/college is interested for taking initiatives.	
27	My institution/college gives people choices in their work assignments.	تقدم المؤسسة/الكلية خيارات متعددة لمهام العمل المطلوبة.	تقدم المؤسسة/الكلية خيارات متنوعة داء لمهام العمل المطلوبة.	تقدم المؤسسة/الكلية خيارات متعددة لمهام العمل المطلوبة.	The institution/college offers multiple choices for the required work tasks to its members.	
28	My institution/college invites people to contribute to the institution/college's vision.	تدعو المؤسسة/الكلية أفرادها للمشاركة في رؤيتها.	تقدم المؤسسة/الكلية أفرادها للمشاركة في رؤيتها.	تدعو المؤسسة/الكلية أفرادها للمشاركة في رؤيتها.	The institution/college invites its members to contribute in building its vision.	
29	My institution/college gives people control over the resources they need to accomplish their work.	تطوّر المؤسسة/الكلية أفرادها بمفوضيات لإدارة الموارد اللازمة لعملهم.	تؤمن المؤسسة/الكلية أفرادها بمفوضيات لإدارة الموارد اللازمة لعملهم.	تطوّر المؤسسة/الكلية أفرادها بمفوضيات لإدارة الموارد اللازمة لعملهم.	The institution/college empowers its members to manage and use the resources to achieve their work.	
30	My institution/college supports employees who take calculated risks.	تدعم المؤسسة/الكلية الموظفين الذين يتخذون مخاطر محسوبة.	تدعم المؤسسة/الكلية الموظفين الذين يتخذون مخاطر محسوبة.	تدعم المؤسسة/الكلية الموظفين الذين يتخذون مخاطر محسوبة.	The institution/college provides the support for employees who take estimated risks.	
31	My institution/college builds alignment of visions across different levels and work groups.	تقوم المؤسسة/الكلية بتطوير رؤية واحدة لجميع المستويات والمجموعات.	تقوم المؤسسة/الكلية بتطوير رؤية واحدة لجميع المستويات والمجموعات.	تقوم المؤسسة/الكلية بتطوير رؤية واحدة لجميع المستويات والمجموعات.	The institution/college aligns its vision between the different administrative levels and work groups.	
	Connect the Organization to its Environment	ربط المنظمة مع بيئتها الخارجية	ربط المنظمة مع بيئتها الخارجية	ربط المنظمة مع بيئتها الخارجية	Linking the Organization to The External Environment	

No	Original Measurement	(1) Forward Translation		(2) Assessment of Forward Translation	(3) Backward Translation	(4) Assessment of Backward Translation
		Version 1	Version 2	The Result		
32	My institution/college helps employees balance work and family.	تساعد المؤسسة/الكلية الموظفين في تحقيق توازن بين متطلبات الوظيفة ومتطلبات الأسرة.	تساعد المؤسسة/الكلية الموظفين في تحقيق توازن بين المتطلبات الوظيفية والمتطلبات الأسرية.	تساعد المؤسسة/الكلية الموظفين في تحقيق توازن بين متطلبات الوظيفة ومتطلبات الأسرة.	The institution/college helps employees to create a balance between job and family responsibilities.	
33	My institution/college encourages people to think from a global perspective.	تشجع المؤسسة/الكلية الناس على التفكير من منظور عالمي.	تشجع المؤسسة/الكلية الناس على التفكير من منظور عالمي.	تشجع المؤسسة/الكلية الناس على التفكير من منظور عالمي.	The institution/college encourages its members to think from a universal perspective.	
34	My institution/college encourages everyone to bring the clients' views into the decision making process.	تشجع المؤسسة/الكلية الجميع على صياغة آرائهم وتقديمها في عملية صنع القرار.	تشجع المؤسسة/الكلية الجميع على صياغة آرائهم وتقديمها في عملية صنع القرار.	تشجع المؤسسة/الكلية الجميع على صياغة آرائهم وتقديمها في عملية صنع القرار.	The institution/college is keen to make decisions based on the opinions of its clients.	
35	My institution/college considers the impact of decisions on employee morale.	تأخذ المؤسسة/الكلية في الاعتبار تأثير القرارات على معنويات الموظفين.	تأخذ المؤسسة/الكلية في الاعتبار تأثير القرارات على معنويات الموظفين.	تأخذ المؤسسة/الكلية في الاعتبار تأثير القرارات على معنويات الموظفين.	The institution/college takes into account the impact of decisions on employee's morale.	
36	My institution/college works together with the outside community to meet mutual needs.	تتعاون المؤسسة/الكلية مع المجتمع الخارجي لتلبية الاحتياجات المتبادلة.	تتعاون المؤسسة/الكلية مع المجتمع الخارجي لتلبية الاحتياجات المتبادلة.	تتعاون المؤسسة/الكلية مع المجتمع الخارجي لتلبية الاحتياجات المتبادلة.	The institution/college is keen to involve the local community to meet common needs and goals.	
37	My institution/college encourages people to get answers from across the institution/college when solving problems.	تشجع المؤسسة/الكلية الناس على البحث عن إجابات من مختلف أقسام المؤسسة/الكلية عند حل المشكلات.	تشجع المؤسسة/الكلية الناس على البحث عن إجابات من مختلف أقسام المؤسسة/الكلية عند حل المشكلات.	تشجع المؤسسة/الكلية الناس على البحث عن إجابات من مختلف أقسام المؤسسة/الكلية عند حل المشكلات.	The institution/college encourages individuals to obtain answers to their queries from various units.	
	Provide Strategic Leadership for Learning	التوجيه الاستراتيجي للتعلم	التوجيه الاستراتيجي للتعلم	التوجيه الاستراتيجي للتعلم	Providing Strategic Leadership for Learning	
38	In my institution/college, leaders generally support requests for learning opportunities and training.	تدعم القادة في المؤسسة/الكلية عادةً طلبات فرص التعلم والتدريب.	تدعم القادة في المؤسسة/الكلية عادةً طلبات فرص التعلم والتدريب.	تدعم القادة في المؤسسة/الكلية عادةً طلبات فرص التعلم والتدريب.	The leadership of the institution/college is interested in training and learning opportunities.	
39	In my institution/college, leaders share up to date information with employees about competitors, higher education sector trends, and organizational directions.	تشارك القادة في المؤسسة/الكلية المعلومات المحدثة مع الموظفين حول المنافسين، اتجاهات القطاع التعليمي، واتجاهات المؤسسة.	تشارك القادة في المؤسسة/الكلية المعلومات المحدثة مع الموظفين حول المنافسين، اتجاهات القطاع التعليمي، واتجاهات المؤسسة.	تشارك القادة في المؤسسة/الكلية المعلومات المحدثة مع الموظفين حول المنافسين، اتجاهات القطاع التعليمي، واتجاهات المؤسسة.	The leadership of the institution/college shares the rest of the employees with up-to-date information about competitors, trends in the higher education sector and organizational trends.	

No	Original Measurement	(1) Forward Translation		(2) Assessment of Forward Translation	(3) Backward Translation	(4) Assessment of Backward Translation
		Version 1	Version 2	The Result		
40	In my institution/college, leaders empower others to help carry out the institution/college's vision.	تؤمّن قيادة المؤسسة للطلبة ببدء العمل لتحقيق رؤيته.	تؤمّن قيادة المؤسسة للطلبة ببدء العمل لتحقيق رؤيته.	تؤمّن قيادة المؤسسة للطلبة ببدء العمل لتحقيق رؤيته.	The leadership of the institution/college believes in the principle of empowerment to achieve institution/college's vision.	
41	In my institution/college, leaders mentor and coach those they lead.	تتفقد قيادة المؤسسة بإرشاد وتدريب من يتلون قيادتهم.	تتفقد قيادة المؤسسة بإرشاد وتدريب وصن غلق ادة.	تتفقد قيادة المؤسسة بإرشاد وتدريب من يتلون قيادتهم.	The leadership of the institution/college is concerned with the guidance and training of those who lead.	
42	In my institution/college, leaders continually look for opportunities to learn.	تتسعى قيادة المؤسسة لتتواصل مع فرص التعلم.	تتسعى قيادة المؤسسة لتتواصل مع فرص التعلم.	تتسعى قيادة المؤسسة لتتواصل مع فرص التعلم.	The institution/college's leadership strives to continuously capture learning opportunities.	
43	In my institution/college, leaders ensure that the institution/college's actions are consistent with its values.	تحرص قيادة المؤسسة على أن تكون أفعالها متوافقة مع قيمها.	تحرص قيادة المؤسسة على أن تكون أفعالها متوافقة مع قيمها.	تحرص قيادة المؤسسة على أن تكون أفعالها متوافقة مع قيمها.	The leadership of the institution/college ensures that its actions are consistent with its values.	
	Knowledge Transfer	نقل المعرفة	نقل المعرفة	نقل المعرفة	Knowledge Transfer	
	Explicit Knowledge Transfer	نقل المعرفة الصريحة	نقل المعرفة الظاهرة	نقل المعرفة الصريحة	Explicit Knowledge Transfer	
1	My institution/college saves and renews important information onto the computer for easy browsing.	يتم حفظ وتحديث المعلومات الهامة على أجهزة حاسوب المؤسسة للسهولة الوصول اليها.	يتم حفظ وتحديث المعلومات الهامة على أجهزة حاسوب المؤسسة للسهولة الوصول اليها.	يتم حفظ وتحديث المعلومات الهامة على أجهزة حاسوب المؤسسة للسهولة الوصول اليها.	The important information is saved and updated on institution/college computers for easy access.	
2	In my institution/college, knowledge is categorized in the database for use by all institution/college employees.	يتم تصنيف المعلومات في قاعدة البيانات لجميع الموظفين في المؤسسة.	يتم تصنيف المعلومات في قاعدة البيانات لجميع الموظفين في المؤسسة.	يتم تصنيف المعلومات في قاعدة البيانات لجميع الموظفين في المؤسسة.	The information in the database is categorized for the use by all employees of the institution/college.	
3	In my institution/college, employees use technology to share their knowledge with others.	يستخدم الموظفون تكنولوجيا لتبادل معرفتهم مع الآخرين.	يستخدم الموظفون تكنولوجيا لتبادل معرفتهم مع الآخرين.	يستخدم الموظفون تكنولوجيا لتبادل معرفتهم مع الآخرين.	Employees use modern technology to share their knowledge with others.	

No	Original Measurement	(1) Forward Translation		(2) Assessment of Forward Translation	(3) Backward Translation	(4) Assessment of Backward Translation
		Version 1	Version 2	The Result		
4	In my institution/college, existence of documentation and manuals describing administrative procedures and operational processes.	وجود وثائق وأل تصريف إجراءات ا داية ولا عمليات للش غلبي.	توجد وثائق والى تصريف إجراءات ا داية ولا عمليات للش غلبي.	توجد وثائق وأل تصريف إجراءات ا داية ولا عمليات للش غلبي.	Existence of documentation and manuals describes administrative procedures and operational processes.	
5	My institution/college periodically circulates reports which provide information on my institution/college status.	تنشر لمؤرخ فللظهي تنق اوير دوري تصريف وت عدا لالحالي.	لمؤرخ فللظهي تنشر تنق اوير دوري تصريف وت عدا لالحالي.	تنشر لمؤرخ فللظهي تنق اوير دوري تصريف وت عدا لالحالي.	The institution/college circulates periodic reports describe its current status.	
	Tacit Knowledge Transfer	نقل ال معرفة الض هي	نقل ال معرفة الض هي	نقل ال معرفة الض هي	Implicit knowledge Transfer	
6	In my institution/college, employees are willing to transfer their experience and knowledge.	يتفرلدى للوظفين ا ستعداد نقل خبرتهم ومع ا فم.	للوظفين لى م ا ستعداد نقل خبرتهم ومع ا فم.	يتفرلدى للوظفين ا ستعداد نقل خبرتهم ومع ا فم.	Employees are willing to transfer their experience and knowledge.	
7	My institution/college transfers employee experiences to other employees.	تسهم لمؤرخ فللظهي تنق نقل خبرات لموظفين الى وموظفين اخين.	تسهم لمؤرخ فللظهي تنق نقل خبرات لموظفين الى وموظفين اخين.	تسهم لمؤرخ فللظهي تنق نقل خبرات لموظفين الى وموظفين اخين.	The institution/college contributes to the transfer of employee experience to other employees.	
8	My institution/college transfers effective knowledge to employees through training courses, presentations and internal magazines.	يتفرلدى لموظفين من خ ل دورات تدريية وعروض ثقفيه ومج ت الدلجيه.	يتفرلدى لموظفين من خ ل دورات افراد من خ ل الدورات التدريية ولعروض ثقفيه وللمج ت الدلجيه.	يتفرلدى لموظفين من خ ل دورات التدريية وعروض ثقفيه ومج ت الدلجيه.	Effective knowledge is transferred to employees through training courses, presentations and internal magazines.	
9	In my institution/college, insights from colleagues across departments are obtained when dealing with complex problems.	يتم ل الحصول على رؤى زم ء ل العمل من جميع ا دارات مع الشا كلال عمدة.	يتم ل الحصول على رؤى زم ء ل العمل من جميع ا دارات مع الشا كلال عمدة.	يتم ل الحصول على رؤى زم ء ل العمل من جميع ا دارات مع الشا كلال عمدة.	The insights of coworkers from all departments are obtained when dealing with complex problems.	
10	In my institution/college, regular meetings are held to discuss work trends and developments.	تعقد اجتماعات دوري ل نقاش تدا ت تطورات ل العمل.	تعقد اجتماعات دوري ل نقاش تدا ت تطورات ل العمل.	تعقد اجتماعات دوري ل نقاش تدا ت تطورات ل العمل.	Periodic meetings are held to discuss trends and developments of work.	
	Strategy Adoption	ا تربي عة ال شبع	ا تربي عة ال شبع	ا تربي عة ال شبع	Strategy Adoption	

No	Original Measurement	(1) Forward Translation		(2) Assessment of Forward Translation	(3) Backward Translation	(4) Assessment of Backward Translation
		Version 1	Version 2	The Result		
7	My institution/college focuses on the use of new methods and technologies to create superior educational services.	توكيز لمؤرس للالظية غوى للتخدام للالظية للتقنيات جيدل خلق خدمتكم لظية تفوق.	مقارن قلمؤرس اتك لظيم لالظي اخرى، لمؤرس للالظية تتركز غوى للتخدام للالظي توكيز للالظي جيدل خلق خدمات تفوق.	توكيز لمؤرس للالظية غوى للتخدام للالظي للتقنيات جيدل خلق خدمتكم لظية تفوق.	The institution/college focuses on the use of new methods and technologies to create superior educational services.	
8	My institution/college allocates adequate budget for the purposes of scientific research and innovation to provide effective and unique educational programs.	تخص م لمؤرس للالظية يزلي للظية غراض للبحث والتكامل للالظي للبرامج تفوق في دقة غلة.	مقارن قلمؤرس اتك لظيم لالظي اخرى، لمؤرس للالظية تخص م يزل للظية غرض للبحث والتكامل للالظي للبرامج تفوق في دقة غلة.	تخص م لمؤرس للالظية يزلي للظية غراض للبحث والتكامل للالظي للتفوق في دقة غلة.	The institution/college allocates sufficient budget for research and scientific innovation to provide unique and effective educational programs.	
9	My institution/college focuses on targeting a specific market sector, rather than dispersing efforts.	توكيز لمؤرس للالظية غوى للتهداف قطاع محدد في السوق بدل من تشتيت الجهود.	مقارن قلمؤرس اتك لظيم لالظي اخرى تتركز لمؤرس للالظية غوى للتهداف قطاع محدد في محدد من تشتيت الجهود.	توكيز لمؤرس للالظية غوى للتهداف قطاع محدد في السوق بدل من تشتيت الجهود.	The institution/college focuses on targeting a specific sector in the market instead of dispersing efforts.	
10	My institution/college emphasizes on competing on a limited narrow range of educational services.	توكيز لمؤرس للالظية غوى للتنافس على نطاق ضيق ومحدود من الخدمات التعليمية للمعروفة.	مقارن قلمؤرس اتك لظيم لالظي اخرى تتركز لمؤرس للالظية غوى للتنافس على نطاق ضيق من الخدمات التعليمية للمعروفة.	توكيز لمؤرس للالظية غوى للتنافس على نطاق ضيق ومحدود من الخدمات التعليمية المعروفة.	The institution/college focuses on competing on a narrow range of educational services offered.	
11	My institution/college focuses on serving a specific market segment through differentiating its educational products and services compared to other HEIs.	توكيز لمؤرس للالظية غوى خدمتكم لظية م عين في السوق من خ لتهيز منتجاتها وخدمتها لظية مقارن بمؤرس اتك لظية اخرى.	مقارن قلمؤرس اتك لظيم لالظي اخرى تتركز لمؤرس للالظية غوى خدمتكم لظية م عين من خ لتهيز منتجاتها وخدمتها لظية.	توكيز لمؤرس للالظية غوى خدمتكم لظية م عين في السوق من خ لتهيز منتجاتها وخدمتها لظية مقارن قلمؤرس اتك لظية اخرى.	The institution/college focuses on serving a specific market segment by distinguishing its products and educational services compared to other HEIs.	
12	My institution/college focuses on serving a specific market segment through offering its educational products and services in competitive fees compared to other HEIs.	توكيز لمؤرس للالظية غوى خدمتكم لظية م عين في السوق من خ لتفيم منتجات وخدمتها لظية مقارن قلمؤرس اتك لظية اخرى.	مقارن قلمؤرس اتك لظيم لالظي اخرى تتركز لمؤرس للالظية غوى خدمتكم لظية م عين من خ لتفيم منتجات وخدمتها لظية مقارن قلمؤرس اتك لظية اخرى.	توكيز لمؤرس للالظية غوى خدمتكم لظية م عين في السوق من خ لتفيم منتجاتها وخدمتها لظية مقارن قلمؤرس اتك لظية اخرى.	The institution/college focuses on serving a specific market segment by providing educational products and services at competitive fees compared to other HEIs.	

No	Original Measurement	(1) Forward Translation		(2) Assessment of Forward Translation	(3) Backward Translation	(4) Assessment of Backward Translation
		Version 1	Version 2	The Result		
8	Comparing with other HEIs, my institution/college has better student employability.	تزود لـمؤسستنا بالفرص الأفضل فرص عمل للطلبة مقارنة بمؤسستنا التي نقيمها على أخرى.	مقارنة بمؤسستنا التي نقيمها على أخرى، لمؤسستنا التي نقيمها من الحصول على أفضل فرص عمل للطلبة.	تزود لـمؤسستنا بالفرص الأفضل فرص عمل للطلبة مقارنة بمؤسستنا التي نقيمها على أخرى.	The institution/college provides better job opportunities for students compared to other higher education institutions.	
9	Comparing with other HEIs, my institution/college has more PhD holders.	تمتلك لـمؤسستنا أكثر حاصلين على درجة الدكتوراه مقارنة بمؤسستنا التي نقيمها على أخرى.	مقارنة بمؤسستنا التي نقيمها على أخرى، لمؤسستنا التي نقيمها أكثر عدد من الحاصلين على درجة الدكتوراه.	تمتلك لـمؤسستنا أكثر حاصلين على درجة الدكتوراه مقارنة بمؤسستنا التي نقيمها على أخرى.	The institution/college has more PhD holders than other HEIs.	
10	Comparing with other HEIs, my institution/college has more Professors.	تتملك لـمؤسستنا أكثر عدد من استاذة مقارنة بمؤسستنا التي نقيمها على أخرى.	مقارنة بمؤسستنا التي نقيمها على أخرى، لمؤسستنا التي نقيمها أكثر عدد من استاذة.	تتملك لـمؤسستنا أكثر عدد من استاذة مقارنة بمؤسستنا التي نقيمها على أخرى.	The institution has more professors compared to other HEIs.	
11	Comparing with other HEIs, my institution/college has better education's level among the academics.	تمتلك لـمؤسستنا أفضل مستوى تعليمي مقارنة بمؤسستنا التي نقيمها على أخرى.	مقارنة بمؤسستنا التي نقيمها على أخرى، لمؤسستنا التي نقيمها أفضل مستوى تعليمي مقارنة بمؤسستنا التي نقيمها على أخرى.	تمتلك لـمؤسستنا أفضل مستوى تعليمي مقارنة بمؤسستنا التي نقيمها على أخرى.	The institution/college has better educational level among academicians compared to other HEIs.	
12	Comparing with other HEIs, my institution/college has better academic's expertise in various areas.	تمتلك لـمؤسستنا أفضل خبرات أكاديمية في مختلف المجالات مقارنة بمؤسستنا التي نقيمها على أخرى.	مقارنة بمؤسستنا التي نقيمها على أخرى، لمؤسستنا التي نقيمها أفضل خبرات أكاديمية في مختلف المجالات.	تمتلك لـمؤسستنا أفضل خبرات أكاديمية في مختلف المجالات مقارنة بمؤسستنا التي نقيمها على أخرى.	The institution has better academic expertise in different fields compared to other HEIs.	
13	Comparing with other HEIs, my institution/college has better concepts and practices that improve teaching quality.	لدى لـمؤسستنا أفضل للمفاهيم والممارسات التي تتحسن من جودة التدريس مقارنة بمؤسستنا التي نقيمها على أخرى.	مقارنة بمؤسستنا التي نقيمها على أخرى، لمؤسستنا التي نقيمها أفضل للمفاهيم والممارسات التي تتحسن من جودة التدريس من جودة التدريس.	لدى لـمؤسستنا أفضل للمفاهيم والممارسات التي تتحسن من جودة التدريس مقارنة بمؤسستنا التي نقيمها على أخرى.	The institution/college has better concepts and practices that improve the quality of teaching compared to other HEIs.	
14	Comparing with other HEIs, my institution/college has better curriculum planning at the faculty level.	لدى لـمؤسستنا أفضل تخطيط في برامجنا التعليمية أعضاء هيئة التدريس مقارنة بمؤسستنا التي نقيمها على أخرى.	مقارنة بمؤسستنا التي نقيمها على أخرى، لمؤسستنا التي نقيمها أفضل تخطيط في برامجنا التعليمية أعضاء هيئة التدريس.	لدى لـمؤسستنا أفضل تخطيط في برامجنا التعليمية أعضاء هيئة التدريس مقارنة بمؤسستنا التي نقيمها على أخرى.	The institution/college has better curriculum planning at the level of faculty members compared to other HEIs.	

No	Original Measurement	(1) Forward Translation		(2) Assessment of Forward Translation	(3) Backward Translation	(4) Assessment of Backward Translation
		Version 1	Version 2	The Result		
15	Comparing with other HEIs, my institution/college has more programs offered.	لدى لمؤسسة قلائدية أكثر ببرامج تعليمية معروفة مقارنة ببرامج تلك المؤسسة التعليمية الأخرى.	مقارنة ببرامج تلك المؤسسة التعليمية الأخرى، لمؤسسة قلائدية لديها أكثر عدد من البرامج التعليمية للمقدمة.	لدى لمؤسسة قلائدية أكثر برامج تعليمية معروفة مقارنة ببرامج تلك المؤسسة التعليمية الأخرى.	The institution/college has more educational programs offered compared to other HEIs.	
16	Comparing with other HEIs, my institution/college has better medium and long term planning of the university.	تمتلك لمؤسسة قلائدية أفضل تخطيط متوسط وطويل أجل مقارنة ببرامج تلك المؤسسة التعليمية الأخرى.	مقارنة ببرامج تلك المؤسسة التعليمية الأخرى، لمؤسسة قلائدية لديها تخطيط متوسط وطويل أجل أفضل.	تمتلك لمؤسسة قلائدية أفضل تخطيط متوسط وطويل أجل مقارنة ببرامج تلك المؤسسة التعليمية الأخرى.	The institution/college has better medium and long term planning compared to other HEIs.	
17	Comparing with other HEIs, my institution/college has better perspective and target in terms of education.	تمتلك لمؤسسة قلائدية أفضل في طور وهدفت تعليمية مقارنة ببرامج تلك المؤسسة التعليمية الأخرى.	مقارنة ببرامج تلك المؤسسة التعليمية الأخرى، تمتلك لمؤسسة قلائدية أفضل في طور وهدفت تعليمية.	تمتلك لمؤسسة قلائدية أفضل في طور وهدفت تعليمية مقارنة ببرامج تلك المؤسسة التعليمية الأخرى.	The institution/college has better educational perspective and target compared to other HEIs.	
18	Comparing with other HEIs, my institution/college has better characteristics in terms of university development.	لدى لمؤسسة قلائدية أفضل خصائص من حيث التطوير الجامعي مقارنة ببرامج تلك المؤسسة التعليمية الأخرى.	مقارنة ببرامج تلك المؤسسة التعليمية الأخرى، لمؤسسة قلائدية تمتلك أفضل خصائص من حيث التطوير الجامعي.	لدى لمؤسسة قلائدية أفضل خصائص من حيث التطوير الجامعي مقارنة ببرامج تلك المؤسسة التعليمية الأخرى.	The institution/college has better characteristics in terms of university development compared to other HEIs.	
19	Comparing with other HEIs, my institution/college has better curriculum planning.	لدى لمؤسسة قلائدية تخطيط في اتجاه أفضل مقارنة ببرامج تلك المؤسسة التعليمية الأخرى.	مقارنة ببرامج تلك المؤسسة التعليمية الأخرى، لمؤسسة قلائدية تمتلك تخطيط في اتجاه أفضل.	لدى لمؤسسة قلائدية تخطيط في اتجاه أفضل مقارنة ببرامج تلك المؤسسة التعليمية الأخرى.	The institution/college has better curriculum planning than other HEIs.	
20	Comparing with other HEIs, my institution/college has better curriculum development characteristics.	لدى لمؤسسة قلائدية خصائص تطوير في اتجاه أفضل مقارنة ببرامج تلك المؤسسة التعليمية الأخرى.	مقارنة ببرامج تلك المؤسسة التعليمية الأخرى، لمؤسسة قلائدية تمتلك خصائص تطوير في اتجاه أفضل.	لدى لمؤسسة قلائدية خصائص تطوير في اتجاه أفضل مقارنة ببرامج تلك المؤسسة التعليمية الأخرى.	The institution/college has better curriculum development characteristics than other HEIs.	
21	Comparing with other HEIs, my institution/college has better curriculum efficiency evaluation and improvement.	تمتلك لمؤسسة قلائدية أفضل تحسين وتطوير في اتجاه كفاءة مقارنة ببرامج تلك المؤسسة التعليمية الأخرى.	مقارنة ببرامج تلك المؤسسة التعليمية الأخرى، لمؤسسة قلائدية تمتلك أفضل تحسين وتطوير من كفاءة.	تمتلك لمؤسسة قلائدية أفضل تحسين وتطوير في اتجاه كفاءة مقارنة ببرامج تلك المؤسسة التعليمية الأخرى.	The institution/college has better improvement and development of curriculum efficiency compared to other HEIs.	

No	Original Measurement	(1) Forward Translation		(2) Assessment of Forward Translation	(3) Backward Translation	(4) Assessment of Backward Translation
		Version 1	Version 2	The Result		
22	Comparing with other HEIs, my institution/college has better education course/ professional course ratio.	لدى المؤسسة التي تفضل معدل دورات تعليمية إلى دورات مهنية مقارنة بمؤسسات التعليم العالي الأخرى.	مقارنة بمؤسسات التعليم العالي الأخرى، المؤسسة التي تفضل نسبة من الكورسات التعليمية إلى الكورسات المهنية.	لدى المؤسسة التي تفضل معدل دورات تعليمية إلى دورات مهنية مقارنة بمؤسسات التعليم العالي الأخرى.	The institution/college has better ratio of educational courses to vocational courses compared to other HEIs.	
Names of Experts		1. Dr. Hussien Ali Habtoor (Associate Professor of Applied Linguistic- Najran University -KSA) 2. Dr. Abdul-Hafeed Fagih (Associate Professor of Applied Linguistic- Najran University -KSA)	One of Professional staff of Academic Translating and Proofreading Department, Lincoln University College.	Panel: 1. Assistant professor - (University of Aden – UUM). 2. Assistant professor- (University of Aden – Lincoln University College) 3. Researcher	1. PhD Student in Applied Linguistics- School of languages, Civilization, & Philosophy- College of Arts & Sciences- UUM - (Iraq). 2. PhD Student in Applied Linguistics- School of languages, Civilization, & Philosophy- College of Arts & Sciences- UUM - (Jordan).	Panel: Supervisors & Researcher
Date		6 March 2017	13 March 2017	21 March 2017	14 May 2017	